



## Greenacre Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	EY306365
<b>Inspection date</b>	07 December 2005
<b>Inspector</b>	Anne Stephenson
<b>Setting Address</b>	Rawdon Littlemoor Primary School, New Road Side, Rawdon, Leeds, West Yorkshire, LS19 6DD
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<b>E-mail</b>	
<b>Registered person</b>	Greenacre Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Greenacre pre-school was re-registered in 2005 and operates from a purpose built building on the grounds of Rawdon Littlemoor Primary School in the Rawdon area of Leeds. A maximum of 30 children may attend the pre-school at any one time. The pre-school opens from 09.00 to 15.15 term time only. All children share access to an enclosed outdoor play area.

There are currently 52 children aged from 2 years to under 5-years on roll. Of these 28 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports children with special educational needs; currently there are no children on roll who speak English as an additional language.

The nursery employs seven staff. Of these, six of the staff, including the manager, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because the staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. The accommodation is clean and in good condition, the children understand simple good health and hygiene practices. For example, they know to wash their hands before they have something to eat and can do so independently at the small sink in the play room. The children learn about healthy living through topics, for example, they discuss what happens to their bodies when they move around.

Children enjoy physical activity during the day. For example, on cold days they enjoy music and movement sessions. Children have good opportunities to play with a wide range of outdoor play equipment, such as, tricycles, scooters, and large hula hoops. The children are given opportunities to explore objects. They show interest in why things happen and how things work. For example, planting bulbs and taking care of them so they will grow. The staff plan activities for children and supply magnifying glasses so the children can look at and discuss the mini beast that they are investigating.

The children have their health and dietary needs met because the staff work well with parents to gather information regarding any special dietary need they may have. The children are encouraged to help themselves during snack time. For example, they select a plate and cup from the low open shelves next to the snack table. Once they have set their place the children choose what they would like to eat from the selection given. They enjoy the healthy snack provided for them. Children are encouraged to pour their drink of water or milk out of the jug with the help of a teacher.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming secure and safe indoor and outdoor environment. The accommodation provides enough natural light and the children's art work is attractively displayed on the walls. These include art work of festivals celebrated. For example, Diwali, Hanukkah, Christmas and Halloween. The safety policies and procedures work in practise because the staff are vigilant with regard to implementing them. For example, the children are greeted as they come into the play room by a member of staff who is stationed at the entrance. The children learn to keep themselves safe and avoid accidental injury because the staff effectively teach them how to do so. They are encouraged to put the toys away so they do not cause a trip hazard. They fully understand the pre-school room rules and the emergency procedures.

The children enjoy playing with a broad range of age appropriate toys and equipment. These are suitable, safe and stimulating. They skilfully use tools such as pencils, rulers, scissors and spatulas. They play on the computer and know how to operate simple programs. The staff understand that children need space to do things for themselves and encourage the children to be independent at all things.

Children are protected because the staff fully understand their role in child protection and are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children develop confidence and self-esteem because the staff consistently praise and encourage them through the day. The staff provide a very good balance of activities; these are easily accessible to encourage the children to use their initiative. The children are confident; they have a very good relationship with the staff and each other. They have their individual needs effectively met because the staff are committed to providing an environment where the children make choices as they develop their knowledge, skills and understanding.

### **Nursery Education**

The quality of teaching and learning is good. Most staff have attended training and have a sound knowledge of the Curriculum Guidance for the Foundation Stage. Planning is in place and provides a very good range of activities and experiences across the six areas of learning. The inclusion of all children is suitably implemented and the focus activity sheet shows good evaluation. A key worker system is in place and children's assessments are available. Challenges set for children are very good and give children an opportunity to become independent learners. The staff skilfully extend children's play. For example, a small group of mixed ages of children play in the mathematical area with a board game. The staff extend their play by adding mathematical language, colour and calculation into the game.

Children make good progress through the stepping stones towards the early learning goals. They are happy attending the pre-school and have developed a good attitude to learning. All children show increasing independence in selecting activities they prefer and show a willingness to tackle problems. Children use mathematical language in play and show confidence in choosing number activities. They are encouraged to calculate. For example, a 4-year-old is building a big car, he counts how many wheels are on it and how many he has left. "Four" he says "and two left". The children recognise colours such as purple, green and red. They enjoy listening to their favourite stories and do so with increasing attention and recall. They talk activities through, for example, two children are playing in the water and they discuss what they are going to do. The 3-year-old says "I'm going to put Ariel in here". She puts the mermaid into the basket and pours water over her. The children are able to link sound to letter, through a computer program; they are able to distinguish one sound from another.

### **Helping children make a positive contribution**

The provision is good.

All children are warmly welcomed into the setting by adults who recognise each child as an individual. The children know the boundaries because all staff are consistent in their approach to handling behaviour. The children share and take turns and they are very well behaved. All children are fully included in the life of the setting. The nursery has a special needs statement which includes what the pre-school will do to support any child who may have a special need.

Children's awareness of diversity and respect for others is effectively fostered through a wide range of activities and resources that promote a positive awareness of the wider world. For example, small world toys include wheel chairs and dolls of different races. The children are confident and happy in their environment. They say 'good morning' when they enter the nursery, they say 'no thank you' if they need to reject something. They enjoy listening to classical music during the morning as well as other nursery rhymes and are abundantly praised during the day. The children's spiritual, moral, social and cultural development is effectively fostered.

The quality of partnership with parents and carers is good. Parents receive good quality information about the provision, particularly the education programme. For example, they receive newsletters about what is happening in the pre-school, they can take the Ofsted report away to read at their leisure. The parents are informed about their children's progress and achievements through their child's development profiles and parent meetings. However, children's profiles are not easily accessible to the parents. The setting actively encourages parents and carers to become involved in their children's learning through a friendly approach. The pre-school invites outside professionals to come into the setting to speak to the children.

### **Organisation**

The organisation is good.

The staff effectively organise space and resources to meet the needs of the children attending. Children benefit from a committed staff team, who know their roles and responsibilities and can interact with them to give effective support and encouragement. Procedures are in place to meet the new suitability legislation but these are not yet implemented. The staff are proactive in attending training which they effectively implement into their setting. Policies and procedures work very well in practice to promote the children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management is good. The leader has a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. She gives very good attention to monitoring the curriculum to identify strengths and areas for improvement. She provides staff meetings and planning meetings so all staff can benefit and become fully involved in the care learning and play of the children.

Overall the quality of the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

There are no complaints to report. The provider is required to keep a record of complaints made by parents which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop recruitment procedures to include any new staff employed to ensure they are suitable to work with children.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- take account of the needs of all parents to help them understand the Foundation Stage and that funded children should be helped to make progress towards the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)