

The Greenwood Pre-School

Inspection report for early years provision

Unique Reference Number	EY341510
Inspection date	27 March 2007
Inspector	Claudia Padfield
Setting Address	Winnersh Cp School, Greenwood Grove, Winnersh, WOKINGHAM, Berkshire, RG41 5LH
Telephone number	0118 9797580
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Registered person	Greenwood Pre-School
Type of inspection	Integrated
Type of care	Sessional 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.

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?

The Greenwood Pre-school originally opened in 1973 and moved to their new building in 2006. It operates within the grounds of Winnersh Primary School in Winnersh, Berkshire. The new building consists of two rooms and a secure outdoor area is available for outdoor play. The group opens five days a week during school term times. Sessions are 09:00-11:45 and 12:45 to 15:10. The group is registered for 25 children at any one time. Children attend for a variety of sessions. Currently the group have 55 children on roll. The pre school have systems in place to support children with learning difficulties or disabilities and English as an additional language. There are nine part-time staff work with the children, of these five of these have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a positive attitude to physical exercise. They are independent in self-care skills and enjoy physical exercise learning about the importance of activity in a healthy lifestyle. Children play freely with the wide range of challenging equipment, and enthusiastically invite staff to join in and participate in their activities. Opportunities to increase control and co-ordination are available daily through a variety of activities both indoors and outdoors.

The children are cared for in a warm, clean environment. Children are confident and demonstrate independence in their personal care; staff actively promote children's understanding of good hygiene through best practice. Children show developing body awareness and recognise their individual needs. For example, children independently use the bathroom and demonstrate a clear understanding about good health routines commenting before a cooking session that we must wash our hands to stop the germs.

Children may help themselves to the snack bar throughout the session. They enjoy varied and nourishing snacks that comply with all special dietary requirements to ensure children remain healthy. Staff encourage children to be involved in food preparation, so they learn about nutritious ingredients, for example cutting up the fruit and pouring their drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in clean, well-maintained premises, which have been effectively organised so that children can move around freely and safely making independent choices about the activities they complete. The children can easily access a wide range of interesting and well-maintained resources. Children are kept safe from harm through good adult supervision and clear explanations of safety practice and procedures. For example, staff remind children not to run inside as it may be dangerous. Fire evacuation procedures are clearly displayed, known to all, discussed with the children and practised regularly. Staff supervise children effectively throughout the day and required ratios are maintained at all times. Children listen closely to staff guidance and older children support and guide the younger or less able children to successfully complete bathroom routines.

Children are safeguarded because staff have a sound knowledge of child protection and know the procedures they should follow if they have concerns about a child in their care. However policies and procedures require updating to reflect the current safeguarding requirements.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in a supportive and caring environment, where positive relationships between children and staff are good. They enjoy their time at the nursery and take part in a broad range of interesting activities. Staff respond to the children's individual needs and interests through careful planning and assessment of where the child is developmentally. Staff are skilled in supporting children's play. They ask questions to extend their experiences and learning without interfering unnecessarily in their play. They take time to listen to the children and value their input, which helps build their self-esteem. Children are

given time to develop their ideas and explain their thinking, enabling them to expand their knowledge and understanding.

Nursery Education

The quality of teaching and learning is good. Children have a positive attitude to learning, develop good independence and self-care skills and concentrate well during activities. They are extremely confident with the daily routine and arrive happily to nursery. Children's speaking and listening skills are developing well as they confidently contribute to group discussions at small group activities. Children's assessments are tracked through regular observations and cross referenced to the stepping stones. The written plans cover the six areas of learning and include the learning intentions for planned activities. Currently evaluation of individual observations lack detail to ensure appropriate challenges for each child are sufficiently identified.

Children show an appreciation of books they sit together sharing stories and demonstrating an understanding of the events in a story. During group story time children listen with interest and participate with repetitive text, and are able to anticipate what will happen next. Staff hold the groups attention and foster a love of books. During the daily range of activities staff encourage the children to make meaningful marks on paper and recognise the letter and sounds of their own names. Children's communication skills are developing well. They are confident in their interactions and they talk with enthusiasm about what they are doing and what they are going to do.

The children independently access the computer, operating simple programmes and performing simple functions with good skill. Their mouse control is good when using the computer and they show good physical skill and control when moulding and manipulating dough and other malleable materials. Children construct with a purpose in mind and use their imaginations well in their creativity. They describe their creations in detail and use tools safely and skilfully for a range of purposes, for instance to cut, poke and flatten. Children eagerly make selections from the wide range of creative materials available, they discuss their ideas with the staff and work cooperatively to complete the task. However the staff need to develop more opportunities for practical maths during daily routines.

Helping children make a positive contribution

The provision is good.

Staff promote an inclusive provision and all children are positively welcomed. Children with learning difficulties and/or disabilities are well supported through good partnerships with both parents and professionals. Staffing arrangements are designed to meet the individual needs of the children and ensure that children are able to participate fully in the life of the setting. Effective settling in procedures and initial visits ensure that children's individual needs are met. Children are becoming aware of the wider world because staff provide children with positive images of diversity and plan activities which explore a variety of celebrations for example Easter.

Children's behaviour is very good in response to the staff's positive and consistent approach to behaviour management. Staff regularly praise children and take time to acknowledge good behaviour. Children's efforts are clearly valued by staff and effective methods are in place, designed to recognise and highlight these achievements. Consistent boundaries are set and staff support younger children in sharing and turn taking and encourage older children to take responsibility for their own behaviour. They eagerly tidy up when asked and anticipate the daily routine. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Relationships between staff and parents are honest, open, and professional. Parents feel that the staff are friendly and approachable and that their contributions as parents are valued. This helps to ensure children are settled and secure. Parents receive a welcome booklet when their child starts at the setting. They receive regular newsletters to make them aware of current themes and are also given copies of the policies and procedures in place. However, the planning and evaluation of activities could be shared and more easily accessible to ensure a strong educational partnership.

Parental participation is encouraged through the use of a rota helper system and this gives parents and family members the opportunity to see what a typical session is like. Staff actively seek parents' views about their children's needs and interests before they start and on a regular basis throughout their time in the setting. For example, through the completion of an initial child profile. Staff then use this information to plan activities around the children's interests to ensure they are enjoyable and maintain the children's interest. Parents receive regular verbal feedback about their child's time in the setting and how their child is progressing. These are then supported by a more formal meeting at various stages in the academic year. Parents have the opportunity to request to see their child's file, although the accessibility of these files could be further improved.

The setting fosters excellent relationships with the school within whose grounds they are situated and children enjoy regular opportunities as rising fives to visit the reception class and share assemblies. This ensures that parents are fully involved in their child's learning and recognises them as an important educator in the child's life.

Organisation

The organisation is good.

The setting is well organised and all of the required documentation is in place. Recruitment and vetting procedures ensure that children are well protected and cared for by qualified staff with good knowledge and understanding of child development. Induction procedures are thorough and ensure that staff have a good awareness of expected practice. The majority of the staff team have worked in the setting for many years and this allows both children and their parents to experience a sense of familiarity and security from the stability provided.

The well organised and welcoming environment contributes to children's good levels of independence and actively increases their confidence as they initiate their own play and learning. Effective deployment of staff ensures children receive good levels of support; staff know the children well and work well as a team and in the children's best interests.

The leadership and management of the nursery education is good. The provision is proactive in identifying their own areas for development through thorough completion of the self evaluation document against each National Standards. All staff have a high regard for the well-being of the children and ensure that procedures work well in practice. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- Update child protection information and staff knowledge

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):

- Develop a more visually accessible method of sharing planning and evaluation of activities and learning outcomes
- Develop more opportunities for children to practise maths during daily routines
- Develop evaluations of individual observations to ensure children's next steps are planned for

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