

Greenacre Pre School

Inspection report for early years provision

Unique Reference Number	EY345852
Inspection date	26 June 2007
Inspector	Melissa Cox
Setting Address	Grounds of Bishopswood Infant School, Barlows Road, TADLEY, Hampshire, RG26 3NA
Telephone number	0118 981 1010
E-mail	preschool.greenacre@virgin.net
Registered person	Greenacre pre-School Community Interest Company
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?

Greenacres Pre-school opened in 1981 and operates from within the grounds of Bishopswood Infant School, Tadley, Hampshire. It is situated in a residential area within a community on the outskirts of Basingstoke. The Pre-school is run by a Board of Directors.

The setting is registered to provide care for a maximum of 26 children aged two to five years at any one time. There are currently 76 children on roll. Of these 59 receive nursery education funding. Children attend for a variety of sessions. The setting supports children with learning difficulties and or disabilities. The Pre-school is open each weekday from 09:00 to 11:30 and 12:50 to 15:20 for term time only.

The setting employs 6 staff and several regular volunteers. Of these, staff hold the National Vocational Qualification level 3 or Nursery Nursing Examination Board certificate and several staff are working towards a degree qualification in Childhood Studies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively by staff who demonstrate a good knowledge of the procedures for promoting health and hygiene. Staff consistently wear disposable gloves and aprons for nappy changing, and help prevent the spread of infection through effective routines. All necessary accident and medication books are in place and shared with parents when necessary which further ensures children's good health.

Children have a clear awareness of their own needs and are developing independence in their personal care. They ensure that they help themselves to tissues and are mindful to put their hand over their mouth when coughing. They use the toilet facilities with increasing independence and are aware of the importance of hand washing. However, the routine for hand washing before snack time is not ideal. Children ensure that they help themselves to tissues and are mindful to put their hand over their mouth when coughing.

Children are beginning to learn about healthy eating. They are offered a good selection of snacks during the week, that include several fruit choices, and exciting choices such as bruschetta. Drinks of milk or water are offered at snack time, however, drinking water is not readily available during the session for children to help themselves to. Children's healthy growth and development is being fostered as staff show a good understanding of their individual dietary requirements and these are very well supported in the group.

Children have good opportunities for physical activities that contribute to a healthy lifestyle as they take part in indoor activities as well as outdoor play. They develop their large muscle skills and body control as they take part in obstacle courses, and use balancing and climbing apparatus. Children demonstrate good spatial awareness as they skilfully dance around hoops and learn about the importance of warming up before exercising. In addition children further develop their awareness of space as they move creatively during group activities such as circle games and 'sticky kids' sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children develop their independence as they move freely and safely around the room because activities are set out attractively and organised effectively. Staff to child ratios are high and they are well deployed to ensure all areas of the provision are well supervised. Staff position themselves well at arrival and departure times to ensure children's safety and ensure that children do not leave with unknown adults.

Children use a good range of toys and equipment that promote their developmental needs well. Detailed risk assessments are in place, covering all aspects of the provision, with action taken on all identified hazards to eliminate or reduce the dangers to children. Measures such as socket covers and dangerous substances which are inaccessible to children, help protect children from potential harm. Children are learning about keeping themselves safe through visits from the local fire brigade and police officer. Staff act as good role models and as a result children have very good attitudes towards keeping themselves and others safe. For example they are very aware not to throw sand in case it gets in children's eyes and not to run too fast outside in case they slip.

Children are well protected because staff have a good understanding of their roles in child protection matters. Their well-being is safeguarded by staff's knowledge of local child protection procedures and their thorough understanding of their responsibilities for the welfare of the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy as they leave their parents to play. All children enjoy themselves at playgroup and the activities offered are fun and enjoyable. There is a good balance between adult-led activities and free play. Children can select their own activities and staff have a good understanding about ensuring children complete their activity in their own time. Adults and children communicate well as they discuss what they are going to do and what they have done at previous sessions. Children have excellent concentration skills which are evident as they persevere with building the perfect marble run and show immense excitement when they succeed.

The pre-school makes effective use of the 'Birth to three matters' framework to plan and provide a range of stimulating and appropriate activities for children under three years. The children's understanding of language is promoted well by staff through constant conversation, questions and individual attention. Staff sit with children to talk about their toys and books and prompt them to name objects and shapes. Consequently, children are developing their communication skills and are able to express their needs.

There is a varied range of resources to promote play across all areas of the curriculum. Children choose to play individually or in groups. They are happy and settled because they have very good relationships with staff who support them well. Activities are provided which are appropriate to the ages and abilities of all the children.

Children confidently initiate conversations and talk about events outside the setting. They acquire new knowledge and skills constantly through first hand experiences they are offered. Staff listen to and value what children say and have clear expectations of what they can achieve. Staff use every opportunity to extend children's learning and thinking.

Nursery Education:

The quality of teaching and learning is good. Teaching motivates the children, so they are keen to learn and make good progress. Activities and experiences are broad and effective. Children's individual written assessments are clear, and staff have a clear understanding about what stage children are in their learning. Staff have a good knowledge of the Foundation Stage. They assess children's understanding and abilities accurately and use the knowledge gained to plan the next steps in their learning. This means that children's learning is progressive, building up from what they already know and can do.

Children work well together as they play. They understand the concept of caring and sharing and as they play this is reinforced. Staff know the children well and use questioning effectively to promote children's language and thinking. Children have confidence and freely express how they feel. Each child has specific targets, which staff discuss regularly, then activities are planned to extend their learning in those areas. Planning is thorough, activities varied and learning outcomes are clearly identified. Staff know what resources are needed for each session and will often change the layout of the premises to provide an improved learning environment.

Staff use effective methods to develop children's memory and learning skills such as asking them questions to make them think. Staff are particularly skilled at managing behaviour, with a strong emphasis on encouraging good behaviour and ensuring that children understand why something is wrong. Children show an awareness of their own needs and that of others, and understand that their actions have consequences. For example, if they run outside in the rain, they might fall.

Children are interested, excited and motivated to learn. They concentrate well and persevere with tasks showing growing levels of confidence and self-esteem. For example, children spend long periods of time making shapes from play dough and filling and pouring water into containers. Children chat happily amongst themselves and discuss many aspects such as what foods they like, their families and what they did last week. Children have opportunities of feeling special as they receive stickers in a award ceremony at the end of the session.

Children count confidently, calculate and use mathematical ideas within their play. Staff integrate mathematics extremely well into the daily routines and across all areas of learning. They pick up on spontaneous opportunities to promote this area of learning but also plan specific adult-led activities, which children thoroughly enjoy. For example, staff question children on how many bears will fit in the house and encourage them to compare the differences in size and shape. They learn about volume and how containers hold different amounts of water and why some items float or sink while they happily engage in water play.

Staff read stories expressively, involve the children and expand their imagination. They sit and listen to stories about a bear and the children contribute readily to the story by predicting what happens next. Children have many opportunities to develop pre-writing skills and mark-making through a good range of activities. These include using a wide range of writing materials at the arts and craft table and making lists in the role play area. They are beginning to recognise their names and more able children trace these correctly in well formed letters. Younger children find this more difficult as they lack the opportunity to see their name in print at some art activities.

Children have stimulating first hand experiences which helps them make sense of the world. Children confidently use the group's computer to develop their co-ordination and skills. There are additional programmable toys to support and develop their understanding of everyday technology. Children can recall events that have happened in the recent past and talk freely about their homes and families. They are learning to respect each other's culture through the celebration of many festivals, when they participate in activities and try out associated foods.

The children have many opportunities to use their imagination as they take part in role play based on first hand experiences. For example, they pretend to book holidays for their friends in the travel agents. The children have many opportunities of experimenting with differing textures. These include water, sand, play dough, soil, and corn flakes. The children are beginning to talk freely and tell staff about their ideas. For example, they talk about making cakes from play dough and putting their babies to bed. All children enthusiastically enjoy singing songs and participate enthusiastically in action rhymes and circle games.

Children have access to a secure outdoor area where they develop an awareness of space and others around them. Children use a wide range of small equipment to develop their hand to eye co-ordination through regular use of tools and equipment such as scissors, threading beads, plastic knives and cutters, glue sticks and pencils. Children use a variety of different materials

and choose methods of joining which include glue and sticky tape to make collage pictures and cardboard models.

Helping children make a positive contribution

The provision is good.

Children have their individual needs met well as the setting is proactive in its approach to those with additional needs. The special needs co-ordinator discusses each child with their parents to ensure that individual requirements are fully met. The setting liaises closely with external agencies who are also working with the children, all with parental consent. All children are made welcome and take an active part in the life of the playgroup. They feel a sense of belonging as they move freely between activities, are familiar with routines and have space for their belongings. Children form relationships with staff and their peers and they settle quickly because staff are sensitive to their needs.

Children become aware of the wider society as they have access to a good range of toys and resources which promote positive images of diversity. Toys and resources that promote equality of opportunity are integrated within their play environment, for example, books, play figures, puzzles and dolls represent different races and cultures. They celebrate a range of festivals from various faiths throughout the year.

Behaviour is good and children are well-mannered. For example, children respond quickly by saying 'sorry' when they bump into each other and ask each other nicely to share the play resources. Children respond well to familiar triggers such as 'tidy up time' or to go and sit on the carpet at group time. Staff act as good role models to the children. They treat children with respect and encourage children to listen to each other in group situations. They are encouraged to share, take turns, play nicely and they are learning the difference between right and wrong. Children co-operate with each other in their play. For example, they share the play dough to make models and pretend to act out real life situations in the role play area. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Valuable written information is provided for parents to cover both care and education. For example, they receive a prospectus which covers all policies and procedures. They also receive written information regarding how the Foundation Stage is implemented within the setting which enables them to understand how their child is learning. They are regularly informed of current topics and planning and a daily notice board is completed which outlines activities the children have engaged in. Parents comment very positively about the playgroup and feel well supported by the approachable staff who create a friendly and sociable atmosphere. There is an effective partnership with parents and staff operate an 'open door' policy and welcome parents into the setting. Parents are also encouraged to be involved within the playgroup as they are encouraged to sign up to a parent's rota and help fund raise.

Children benefit because detailed information about children's routines, interests and their starting points are sought to help staff plan for the individual child. Parents are informed of their child's progress through regular discussions and parent meetings. Parents are aware of their child's key worker and are confident in liaising and discussing aspects with them. They are invited to discuss their child's progress in detail and have access to their children's assessment records.

Organisation

The organisation is good.

Children's care is enhanced by the setting's good organisation. Staff work as a vibrant, cohesive team who focus on their role and responsibilities to achieve the principles of the pre-school. The staff are very well-organised and have due regard for the well-being of the children in their care. The manager and her team work together effectively, with clearly defined roles and responsibilities and there is a strong commitment to further training. Comprehensive policies and procedures protect children and are effectively implemented to promote all the outcomes for children.

Children are happy, relaxed and cared for in a friendly environment. Activities are varied and familiar routines provide children with security and consistency. The wide range of experiences supports children's learning and encourages their independence and freedom of choice. The group maintain a higher ratio of adults in the setting than required to ensure that children receive an effective level of interaction and supervision.

The leadership and management of the setting is good. The group have an established, stable staff group who work very well together. The manager is proactive in her approach and encourages all staff to play a full role in the setting. They hold regular staff meetings and reflect on their practice so that they are aware of their own strengths and weaknesses. They evaluate the activities provided for the children each week and keep evidence to show how children make progress in their learning. All children are supported well to achieve their potential by staff knowing their starting points and working with parents and carers to support this progress. All pre-school staff have a strong knowledge of the Foundation Stage curriculum and are very capable in planning a programme of activities to enhance the children's learning.

Overall 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

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.

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 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):

- ensure children have access to drinking water throughout the session and that there are suitable procedures for hand washing before snack time

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):

- increase the opportunities for children to see their name in print during everyday routines

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