

# Greenhill Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	316847
<b>Inspection date</b>	26 February 2008
<b>Inspector</b>	Susan Magaret Lyon
<b>Setting Address</b>	Greenhill Primary School, Mile Lane, Bury, Lancashire, BL8 2JH
<b>Telephone number</b>	07715 806216
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<b>Registered person</b>	Greenhill Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Greenhill Pre-school was opened in 1984 to provide sessional care for 20 children. It operates from a self-contained building within school grounds. The premises consist of one large play room and an outdoor area. The group serves the local community and is open Monday to Friday from 09.00 to 11.30 and 12.50 to 15.20 term time. There are currently 40 children on roll, 28 of whom are in receipt of educational funding. The group supports children with learning disabilities and difficulties, and children who have English as an additional language. There are eight members of staff, the majority of whom are qualified. The setting receives support from the Early Years team and is a member of the Pre-School Learning Alliance.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children stay healthy through understanding simple hygiene practices, such as washing hands after toileting. They are cared for in a clean and hygienic environment. Children are protected

from infection through good use of paper towels and tissues. The spread of germs is prevented through a clear exclusion policy being in place which is explained to new parents. Furthermore, thorough nappy changing routines help prevent cross infection. Children are fit and active due to strong emphasis being placed on daily physical play both indoors and outdoors. They benefit from fresh air and exercise as they enjoy using a good range of age-appropriate play equipment, such as bats, balls and bikes. Children rest or sleep according to their needs promoting their health and well-being.

Children are nourished through healthy snacks, such as crackers, breadsticks and fruit. Their health and dietary needs are met through appropriate discussions with parents and the recording of allergies and intolerances. Children learn about healthy eating in a variety of ways. For example, they make fruit kebabs, try tasting different fruits and print pictures using fruit and vegetables. They respond well to sitting at the table for snack as they enjoy socialising together and buttering their own crackers. Water is always available and children competently help themselves keeping their bodies healthy and hydrated.

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

The provision is good.

The play areas are bright, welcoming and inviting due to an abundance of colourful pictures, posters and art work adorning the walls. Children are able to move around safely and freely due to the effective organisation of furniture and resources. Children use suitable toys and equipment due to good routines for keeping them clean and safe. Children are cared for in a mainly safe and secure environment through several precautions being in place. For example, the front entrance is locked and the outdoor play area is fully enclosed and secure. Children are protected from harm through risk assessments to the premises to minimise hazards. However, children's safety is compromised due to an unfixed radiator guard and the visitors book is not always used. All reasonable steps are taken to ensure children's safety on outings.

Children have a good understanding of keeping themselves safe. For example, when partaking in indoor physical play they 'find their own space' by stretching out their arms. Children's safety is enhanced due to staff having a good awareness of fire precautions. Children develop an understanding of fire procedures through being made aware of and practising the emergency evacuation plan. They are protected because most staff are clear about their roles and responsibilities in a child protection situation.

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

The provision is good.

Children engage very well in a good range of interesting and stimulating activities. For example, they enjoy planting and growing bulbs and flowers, and make bird feeders using pine cones. Children play happily and cooperate well together in their self-chosen activity. For example, they help to tidy up and are polite to each other. Children acquire new knowledge due to skilful questioning by staff to make them think, such as 'where is the red table?' and 'how many cups have we got?' Children are very happy and settled. They are eager to play and particularly enjoy friendships and positive relationships with staff. Children explore and are interested in different textures, such as shaving foam, jelly and cornflour as well as a wide range of manufactured toys. They develop their senses through free use of the sensory room to experience lights, sounds, textures and projected images. Through a good range of art and craft materials children

develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make paper mache 'planets', paper plate faces and leaf prints.

## Nursery Education

The quality of teaching and learning is good. Staff fully understand the Foundation Stage curriculum and provide a rich learning environment through a good range of play resources covering the six areas of learning. For example, lots of written words, letters and numbers are displayed at children's height. Detailed information is gathered on entry to the setting to establish what children can do through parents completing 'all about me' sheets and Foundation stage questionnaires. Thorough planning and assessment systems are in place to help children progress towards the early learning goals using informative observations to plan the next steps in individual children's learning. Staff treat children with great kindness, consideration and respect, and as a result children are highly motivated and confident learners.

Children separate from their main carer with confidence. They seek out others to share experiences as they enjoy chatting together while building in the construction area. Children demonstrate a sense of pride in their achievements as they proudly say they are putting the chairs away. They show increasing independence in selecting and carrying out activities, such as putting on their own coats and hats, and pulling up their zips by themselves. Children freely draw and paint, sometimes giving meaning to marks. They respond well to simple instructions, such as 'put the bricks in the box.' Children enjoy listening to stories as they shout out familiar words and refrains. Children compare groups of objects and recognise when they have the same number using mini beasts. They show great interest in numbers and counting as they count the children at snack time. Children observe good use of number and size language as they discuss the biggest and smallest planets, and talk about too many cups, not enough and what happens if we take one away. However, limited opportunity to observe and use positional language hinders their understanding and awareness of this aspect of mathematical development. Children show keen interest in the world in which they live as they discuss where they live and the name of the area. They realise tools can be used for a purpose as they ably use rolling pins and cutters in the play dough. Children know how to use simple equipment, such as cassette recorders, weighing scales and keyboards. They show interest in why things happen, such as putting glitter into ice and watching it melt. Children enjoy making 3-D structures using junk boxes and building bricks. They notice what adults do, imitating what is observed when the adult is not there. For example, they feed and cuddle their babies. Children enjoy singing familiar songs at circle time as they excitedly clap each other when finished. Children move freely and spontaneously in a range of ways as they eagerly run out to play. For example, they balance on stilts, pedal the bikes and run after the balls. They judge body space well as they climb through tunnels and fit into confined spaces during den-making. Children engage well in activities requiring hand and eye coordination, such as threading beads and bobbins.

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

The provision is good.

Children are cared for by staff who work closely with parents to meet individual needs of children. For example, signed consent forms are obtained from parents for various aspects of care. Also, staff show good understanding of the importance of gradually settling in new children with a series of visits with parents. This contributes to children's enjoyment and achievement. Children feel a sense of belonging as they enjoy friendships and trusting and secure relationships with staff. Children develop awareness of the needs of others through discussions about sharing and good use of books and stories to explore feelings. Children become aware of the wider

world through a good range of resources reflecting race, colour and culture. For example, signs are displayed in Urdu and Chinese plates are used in the home corner.

Staff place strong emphasis on ensuring all children are fully involved in the life of the setting through significant involvement with other professionals, completing initial concern agreements with parents and the effective delivery of individual educational plans. Children's welfare is protected through the staff knowing what to do in the event of identifying a child with learning disabilities or difficulties. Children behave very well. They understand right from wrong through clear boundaries and explanations. Emphasis is placed on reinforcing positive behaviour through lots of praise for effort and achievement and children respond well to this.

Partnership with parents is good. The setting recognises parents as the first and most important educator of the child and this is stated clearly in the parents pack. Children's needs are met through the parents being given information on a daily basis regarding their all-round needs. Policies and procedures are shared with new parents and are always available in the entrance hall. Lots of information is given to parents using the noticeboard and regular newsletters. Information regarding the Foundation Stage is clearly displayed on the wall. Staff involve parents in children's learning through asking them to contribute to current themes and topics by bringing in items or photographs from home. Children's profiles are shared at parents evenings or at any time. Parents are warmly welcomed into the setting and are at ease talking to staff. The setting fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is good.

Children are protected through effective recruitment and vetting procedures. They are cared for by staff with knowledge and understanding of child development as the majority are qualified. The setting is well organised to meet high adult and child ratios at all times as cover for staff absences is obtained at short notice. Staff are fully committed to the delivery of an effective key worker system to oversee the educational and social development of each child. Excellent deployment of staff allows children to take control of their own play. Good organisation of play areas and resources allow children to be independent learners. Well organised documentation contribute to the safe and efficient management of the provision. Detailed and comprehensive policies and procedures are in place. These contribute to keeping children safe and well cared for.

Leadership and management is good. All staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop in all areas. Informal evaluation of staff's performances takes place through daily communication at the end of each session. The leader motivates staff and acts as a positive role model through recognising individual strong points and sharing responsibilities. As a result, team work is a strength. Staff feel they receive strong leadership as they are involved in decision making and their input is valued. Further training is well supported and a system is in place to identify weaknesses and put plans in place to bring about improvements regarding the delivery of the Foundation Stage curriculum. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to, conduct risk assessments when escorting children to the playground at the other side of the school, provide evidence that staff have completed first aid training and up date the failure to collect a child policy. The group now

have their own outdoor play space so no longer need to escort children to the other side of the school. Three members of staff have completed appropriate first aid training and the certificates are displayed. The collection of children policy is now updated. These improvements further enhance the care and safety of children attending the setting.

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

Since the last inspection 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**

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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):

- ensure radiator guards are securely fixed to the wall
- ensure the visitors book is used
- ensure all staff are aware of child protection issues and are able to implement policies and procedures.

#### **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):

- provide opportunity for children to observe and use positional language in play.

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)