

# Greenhaugh Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY364585
<b>Inspection date</b>	15 May 2008
<b>Inspector</b>	Jayne Utting
<b>Setting Address</b>	Greenhaugh County First School, Greenhaugh, Hexham, Northumberland, NE48 1LX
<b>Telephone number</b>	01434 220716
<b>E-mail</b>	northtynies@btconnect.com
<b>Registered person</b>	North Tynies Childcare Ltd
<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?

Greenhaugh Pre-School first opened in 2000. It was re-registered in 2007 with North Tynies Childcare Limited and is one of five settings run by the company. It operates from two rooms within Greenhaugh First School. It is situated in the village of Greenhaugh approximately 23 miles north of Hexham. A maximum of 24 children may attend the pre-school at any one time. The setting is open on Tuesday and Thursday mornings from 09.00 to 11.30 during term time. All children share access to a secure enclosed outdoor play area. There are currently 25 children aged from two to under five years on roll. All children receive funding for early education. Children come from the village and surrounding hamlets. The pre-school currently supports a number of children with learning difficulties and disabilities. The nursery employs three members of staff, all hold appropriate early years qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Staff acknowledge the benefits children obtain from frequent access to fresh air and regular exercise to support their physical development and as such, outdoor play is a central part of the pre-school's daily routine. Children enjoy a variety of activities including using the large slide and climbing apparatus, balancing on tyres and logs and playing in the wooden house. Children clearly relish the freedom of running across the large, secure, grassed area pretending to be dinosaurs and recently took part in a number of activities to support Sport Relief. Children are encouraged to make full use of the resources and activities provided and to test their capabilities within a safe and supportive environment. Space is arranged in the school hall for use when children are unable to access outdoors and children enjoy dancing to music and playing a variety of running games. The well thought out layout of the indoor space further ensures that children are able to rest according to their individual needs.

The pre-school's commitment to helping children develop a healthy lifestyle is continued in its promotion of healthy eating, as they offer a range of varied and nutritious snacks including apples, oranges, breadsticks and cheese. This is reinforced through discussion with the children about which foods are good for us, as well as a variety of topics including looking after our teeth and having a healthy heart. In play, children talk about the importance of eating vegetables to give us lots of energy, showing they are beginning to make the connection between diet and good health. Staff and parents discuss any specific dietary requirements a child may have whether for religious, cultural or medical reasons and the relevant information is recorded. Children have free access to water throughout their time at pre-school and are offered water or milk to drink at snack time. The children are encouraged to sit together during snack time, providing an excellent opportunity for them to gain good social and learning opportunities.

All staff hold a valid first aid certificate which helps safeguard children's welfare. Good hygiene standards are maintained by staff who hold relevant qualifications and have a clear understanding of related policies and procedures which are well implemented. For example, staff ensure that all surfaces are wiped down with anti-bacterial spray prior to any food preparation. This helps maintain a healthy environment for the children. Children further gain a good understanding of hygiene through the consistent adult support and guidance they receive and are becoming increasingly independent in their personal care. For example, they wash their hands before snack time, after messy play and after using the toilet with minimal prompting. A clear written policy regarding sick children and the effective recording of all accidents and emergency contacts further promotes children's health and well-being, positively safeguarding children.

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

The provision is good.

Children are cared for in a safe and secure environment where they are supervised closely by staff at all times. This enables children to move freely and independently, protecting them from injury or accidents. Many effective safety measures have been taken internally with sockets protected by covers, smoke alarms and radiator guards in place. Staff are vigilant regarding safety and effectively implement procedures to minimise risks. For example, there is a detailed, recently reviewed risk assessment in place which is reinforced through the daily completion of a safety assessment record of the facilities and resources, this being undertaken prior to the children's arrival. Electrical and fire safety equipment is regularly checked by the school and

kept in a safe condition. The outdoor area is well planned and as a result, is safe and secure for children to play in. Participation in regular fire drills helps to raise the children's awareness of how to stay safe in emergencies. Planned activities around the theme of fire safety and prevention further help to reinforce this message.

In addition, the pre-school has effective safety procedures which are understood and implemented by all staff. For example, they have a good understanding of the action to be taken regarding a lost or uncollected child. There are effective security systems for entry into the building and both the arrival and collection of the children is well planned. There is an up to date record in place of persons with permission to collect children and parents let staff know if there is someone different collecting the children. Visitors are required to sign in and out of the group with staff ensuring they have no unsupervised access to children. This helps keep children safe.

Children are encouraged to be aware of safety both in and outside the setting through daily routines and staff guidance. For example, children are encouraged to pick up books from the floor so their friends don't slip. This encourages them to begin to take responsibility for their own safety and well-being and that of their classmates. Children learn other ways to stay safe through reference to effective group procedures which the staff consistently reinforce. These include reminding children to walk indoors and not to stand on the chairs.

A thorough understanding of the group's comprehensive outings policy ensures children are well protected on excursions. The policy details effective safety procedures including the completion of a detailed risk assessment prior to the trip, maintaining ratios, carrying a mobile phone and contact details, as well as taking other appropriate equipment including drinks, snacks and sun creams. Children are encouraged to be alert to the potential dangers around them. The setting use only recognised transport companies which have seat belts fitted in their buses.

Children have access to a wide range of resources that are well organised allowing them safe and independent access. Toys are in a good condition and remain this way through routine checks by staff for breakages or any other problems. All staff show a good awareness of child protection issues. There is a comprehensive child protection policy in place and children are well protected by staff who are confident and secure in their knowledge of these procedures.

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

The provision is good.

Staff build very good relationships with the children. They provide a very welcoming, stimulating and inclusive environment where all children are acknowledged and respected as individuals. Children interact with staff in a relaxed and warm manner and they build good relationships with their peers. All children have easy access to a range of resources and well planned, meaningful activities support and enhance their learning and development. For example, children enjoy sitting together in a group making drawings on their white boards and talking to one another about their creations. All children have regular opportunities to take part in a broad range of activities to stimulate and promote their sensory development effectively. They enjoy listening to music and have the opportunity to explore shaving foam freely, enjoying the sensation of the foam on their hands and arms. Other children choose to make fire paintings, gluing bright pieces of tissue paper onto black paper, or play zoos with the good assortment of wild animal figures. All staff working with children under three show a good awareness of the 'Birth to three matters' framework. Children are well supported and benefit greatly from

the good quality interaction with staff. Staff are well motivated and have a comprehensive knowledge of childcare and development. This has a positive impact on children's learning and achievements and children are confident with high self-esteem.

The playroom is set out effectively to promote children's independence and staff rotate resources to ensure a good variety of opportunities are provided.

### Nursery Education

The quality of teaching and learning is good. Children are well supported and helped to gain confidence in their abilities and build positive relationships through their interactions with staff and their peers. There is opportunity for children to participate in a wide range of new and stimulating experiences and they are encouraged to take an active role in the group. Staff communicate well with children using clear and simple language, which in turn helps children to learn and develop well.

Staff have a good knowledge of the Foundation Stage, early learning goals and the six areas of learning. There is a good system in place for planning and assessment, appropriately linked to the stepping stones and developed in line with the principles of the Foundation Stage. Key workers regularly monitor and observe children as they participate in activities and use this to inform future activities, ensuring they are sensitive to the differing needs of each child. The room is well organised and set out, ensuring children have effective learning experiences as well as lots of fun. Staff use effective teaching methods and tools, for example, the organisation of the play areas reflect the areas of learning and there are lovely displays of children's work on the walls. Staff make very good use of open-ended questions to encourage children to extend their thoughts and ideas and to solve simple problems. They also encourage children to recall previous activities, such as a recent visit from the fire engine, helping to consolidate their learning further. Staff prepare well for the sessions and achieve a good balance between planned activity and additional free play. Effective use is made of small and large group activities. Staff manage children effectively, valuing their contributions and adapting activities to ensure that all children are able to participate. Children's achievements are recorded and there is good use made of photographic evidence to support written observations. However, the current format of the files means that an individual child's progress is not clearly represented. This has been identified by the manager who is currently working on systems for improving this aspect. Staff evaluate activities as a group each week and the manager has just implemented a system for recording this to more clearly show how these discussions influence ongoing planning.

Children have an extremely positive attitude to activities and are eager to take part. They have clearly formed close relationships with the staff, are self-assured and have high self-esteem. For example, they speak confidently within the group, are happy to approach visitors, ask questions, relate well to their friends and play together happily. Children are kind and share well, talking together about how important it is to share their toys. All children help to tidy up when asked by staff, they know where things go and successfully put toys away. Children show developing independence and are able to put their coats on ready to go home and help hand out the fruit at snack time.

Children are confident speakers and express their feelings, ideas and needs most readily. For example, they talk about how the shaving foam feels on their hands and arms. Children thoroughly enjoy looking at books and their listening skills are developing well. For example, they pay close attention as their peers talk about their favourite things that they have brought in for the interest box, answer questions correctly and follow simple instructions. However,

books are currently kept in a box and as a result, are not readily accessible to the children. Children are beginning to recognise and name letters, such as those in their names or on labels displayed in the playroom. They are also beginning to link them to the correct letter sound. They successfully find their names and pictures on their self-registration tags as they enter pre-school. Children have frequent opportunities to practise early writing skills as they hold pens correctly and practise drawing on their white boards. Many children are starting to form recognisable letters and some write their first name unaided.

Children have a good opportunity to develop their knowledge of the world around them. Recent topics on the jungle and rain forests have helped the children to develop a growing awareness of other habitats. Children have free access to a variety of technology. For example, they are encouraged to use the pre-school's computer and are learning to access a variety of packages independently, developing essential skills for life.

Children understand a variety of mathematical concepts and are given good opportunities to develop their skills in this area. All children use number with ease whether counting the number of children in the group that day or the spots on a number game. They also show a growing awareness of concepts, such as addition and subtraction by using a range of resources including the toy cash register when playing shops. Children use a variety of measuring jugs and bowls when playing in the sand and water and in doing so are beginning to learn about capacity. Children can identify which group of items has more or less, confidently sort objects according to their size, shape and colour and use simple mathematical language, such as small, smallest, big, biggest and deepest.

Children have lots of opportunity to use large physical equipment and to manipulate small tools freely. For example, during active play they confidently climb the slide and play on the adventure trail, balancing on logs and jumping between tyres. They use rolling pins, glue spreaders, pencils and crayons successfully. Children are also able to express themselves freely and creatively through a very good range of media and activities, such as paint, collage, sand, 3D model making, dough, music and movement. All children are well supported and well challenged.

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

The provision is good.

All children are valued as individuals and staff help them to settle quickly by tailoring their admission to the setting according to their individual needs. Parents complete a detailed 'settling in' plan prior to admission. All children have easy access to a good variety of resources and activities. Staff place particular emphasis on promoting and nurturing children's independence skills. For example, children are given the opportunity to serve the drinks and food to their friends at snack time. Staff are calm, competent and good role models. They sensitively support, praise and encourage all children, promoting their self-esteem, confidence and sense of belonging. Children are very polite, well behaved and enthusiastic about taking part in all aspects of pre-school life. Children listen and respect staff and appropriate supervision ensures that even the youngest children are beginning to learn right from wrong and how to share and be kind to one another. Children's behaviour is very well managed by staff with a clear understanding of how to use age appropriate strategies in a consistent manner.

Children with learning difficulties and disabilities are fully included in the pre-school and sensitively helped to participate fully in all activities. The group provides one-to-one assistance for children as required and works extremely closely with both parents and outside agencies to ensure they gain the maximum enjoyment and learning opportunities within the setting.

Highly skilled and sensitive staff go out of their way to develop resources which enable children with learning difficulties and disabilities to participate fully in the setting alongside their peers.

There are good opportunities for children to learn about the world around them through a variety of planned activities and play materials. For example, children participated enthusiastically in a recent topic on Brazil and the rain forest. Staff aim to ensure that activities within the pre-school reflect the culture and background of all children who attend. For example, the children learnt nursery rhymes in the language of another child attending the setting. Children further have access to a range of multicultural toys, books and images that reflect positive non-stereotypical roles, racial and cultural diversity and disability. This helps to raise children's awareness of diversity. They not only experience more familiar celebrations and festivals, such as Christmas and Easter, but also learn about other religious and cultural celebrations including Chinese New Year. Children also benefit from outings into the local community and talks from local people and parents, all of which helps to develop their awareness of themselves as part of a local community. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff clearly recognise the importance of working closely with parents to ensure that children's needs are very well met. Parents receive good quality, comprehensive written information about the setting and the policies and procedures in place. Copies of these are made available to parents as well as lots of other relevant literature. For example, activity plans, daily routines, the registration and insurance certificates and complaints procedure are all clearly displayed. Parents have access to their child's records which include information about their child's developmental progress. All parents receive regular written and verbal feedback from the staff through key worker books as well as a termly progress report. As part of these reviews, staff and parents discuss the next steps for a child's learning in the coming term, thereby ensuring staff and parents are working towards the same goals. Parents are actively encouraged to keep staff informed of any important information that may impact on the care or progress of their child. This enables staff to work in partnership with parents and ensures that children's needs are best met. Feedback from parents is extremely positive. In particular, they comment on the friendly, supportive and welcoming staff, the good variety of activities on offer and the good progress that they feel their children are making.

## **Organisation**

The organisation is good.

Leadership and management is good. The manager is committed to the staff and children and this is reflected in the effective and enthusiastic management of the setting. All staff work well together and day to day management is good. The educational planning and assessment systems are effective and aim to meet the individual needs of the children. Committed to improvement, the manager works hard to identify areas for further development and strategies to improve these. Effective recruitment and vetting procedures are in place, ensuring children are well protected, and good induction systems and regular staff planning meetings are established. Priority is given to ongoing personal development and staff are well supported and given clear direction through team meetings, staff consultations and the open door style of management used. Staff are committed to the ongoing improvement of the setting and are very well motivated, ensuring that a good standard of care is delivered.

The pre-school has a comprehensive collection of policies and procedures in place which are understood by all staff and shared with parents. However, the behaviour policy lacks some essential detail. Otherwise, all relevant records are in place, easily accessible and up to date ensuring individual care is provided. Documentation is well organised and confidentiality

maintained. Positive links with parents ensure they are kept up to date about their child's learning and progress and important documents, such as the registration certificate and public liability certificates are displayed prominently for parents and visitors to see.

All staff are well qualified, hold appropriate qualifications and are committed to attending relevant training courses to enhance their ongoing personal development. Recent courses include First Aid, music and the Early Years Foundation Stage.

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.

## **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):

- review behaviour policy to include essential information regarding bullying.

#### **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):

- further develop individual files to more clearly show the progress made by children
- ensure books are well presented so as to further encourage children to access them independently.



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)