

The Greenwood Pre-School

Inspection report for early years provision

Unique reference number	EY341510
Inspection date	14/01/2009
Inspector	Jo Curd
Setting address	Winnersh Cp School, Greenwood Grove, Winnersh, WOKINGHAM, Berkshire, RG41 5LH
Telephone number	0118 9797580
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Greenwood Pre-School originally opened in 1973 and moved to its present building in 2006. It operates within the grounds of Winnersh Primary School in Winnersh, Berkshire. The building consists of two rooms, an office, cloakrooms and a secure outdoor area which is shared with the school's Foundation Stage. The group opens five days a week during school term times. Sessions are from 09:00 to 11:45 and from 12:40 to 15:10. The group is registered for a maximum of 26 children at any one time. Children attend for a variety of sessions. Currently the group has 64 children on roll. The pre-school has systems in place to support children with learning difficulties and/or disabilities and English as an additional language. Nine part-time staff work with the children. Of these, five have early years qualifications.

Overall effectiveness of the early years provision

Children are happy and well looked after in this popular pre-school. Staff are experienced and competent. Ongoing training, discussion and self-evaluation ensure that staff are well informed about Foundation Stage requirements and confident in their practice. Their secure knowledge and understanding of child development and welfare ensure that children's needs are met well and that provision continuously improves. It is a welcoming, inclusive, pre-school with suitable access for all. Plans and assessments contribute well to children's good achievement. However, plans sometimes focus more on activities than on learning outcomes and assessment records do not easily enable staff to monitor progress in the different areas of learning. Consequently children's progress is not always as good as it possibly could be.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve planning by consistently focusing on what children are to learn rather than the detail of the activities provided
- improve the organisation of assessment records so that they easily enable staff to monitor children's progress in all areas of learning.

The leadership and management of the early years provision

Leadership and management are good. The experienced and astute manager is a good role-model. She uses her time well to conduct leadership and administrative tasks as well as playing with and teaching the children. Although written self-evaluation is in the early stages of development, staff continually discuss and evaluate their practice and provision in order to seek the best for all the children. Provision has been adapted to meet new requirements for the Early Years Foundation Stage (EYFS). The pre-school has developed well since its last

inspection. All areas identified for improvement at that time have been addressed effectively. Staff are happy and most have been at the pre-school for a long time, providing valuable experience, stability and knowledge of children, families and the community. Staff are very thorough and systems to safeguard children are robust. Communication and partnership with parents are good. Parents' comments and the long waiting list for places indicate their satisfaction and delight with the pre-school's education and care.

The quality and standards of the early years provision

The provision for children's welfare is good. Staff get to know children well and are vigilant in keeping them healthy and safe. They observe children carefully and act on any concerns, keeping parents fully informed and involved. Children are happy and enjoy pre-school greatly. Several parents reported how much their children miss pre-school on days they do not attend. One parent said that her son had found it difficult to settle at another pre-school but was very happy to come here. Staff welcome children warmly and organise sessions to meet welfare and learning needs. There is a good balance of adult-led activities and those chosen by children. Children enjoy choosing what they will do from a wide range of interesting, attractive, accessible resources, playing games with staff, listening to stories and learning nursery rhymes. They quickly learn to settle for short periods to learn the names and sounds of letters and discuss the day's date and number of children present. Opportunities to learn and use mathematical vocabulary, concepts and skills have increased and are included in daily routines. For example, children talk about number, size and shape as they eat healthy snacks of toast, crackers or fruit.

Observations and discussions with staff indicate that progress in all areas of learning is good. However, the organisation of assessment records does not always explicitly show which areas of learning observations, or samples of children's work, relate to or allow staff to monitor these easily. Planning successfully helps staff structure sessions and provides a broad balance of activities. However, because this sometimes focuses on activities rather than learning outcomes it is not always sufficiently refined to move progress beyond good. Children contribute well to the pre-school through tidying up and suggesting activities they would like to do in future. Children's ideas, experiences and opinions are sought, valued and incorporated into activities and developments. Because of good progress and a happy secure environment, the pre-school provides a good start to children's education and later life and learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.