

Greenhill Village Pre-School

Inspection report for early years provision

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| Unique reference number | 300720 |
| Inspection date | 28/01/2009 |
| Inspector | Jennifer Firth |
| Setting address | Greenhill Main Road, Sheffield, South Yorkshire, S8 7RA |
| Telephone number | 01142377080 |
| Email | |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Greenhill Village Pre-School has been open for over 20 years. It is owned and run by a voluntary management committee and has charitable status. It operates from an annex in the grounds of Greenhill primary school and has a fully enclosed outdoor play area. The pre-school is situated in the Greenhill area of Sheffield and serves children and families living locally. A maximum of 32 children, aged from two to under five years are cared for in the provision at any one time. Children may start attending from the term in which they are three. The pre-school opens on Monday to Friday during term time only. Morning sessions are from 08.50 to 11.20 and afternoon sessions are from 12.20 to 15.20. There are currently 109 children on roll. Of these, 90 receive funding for nursery education. Children attend for a variety of sessions. The pre-school currently supports a small number of children with learning difficulties or disabilities. The pre-school employs 11 staff including the administrator. Six of the staff, including the manager, hold recognised early years qualifications. The setting is a member of the Pre-School Learning Alliance and is participating in 'Pathways to Quality', a local quality assurance scheme. The provision is registered on the Early Years, compulsory and voluntary Childcare Registers.

Overall effectiveness of the early years provision

The setting provides a good level of care for children in the Early Years Foundation Stage (EYFS). The quality of leadership and management is good. Staff work hard to support the children with a range of indoor and outdoor activities. The setting is fully inclusive and caters well for children with learning difficulties or disabilities. Children settle well and feel safe and secure because they are well looked after. Staff implement policies and procedures well to safeguard the children's welfare. However, some policies have not been updated and procedures for checking the outdoor provision area are underdeveloped. Systems for monitoring and evaluation are good, as is the capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments comply with requirements
- ensure that policies are reviewed regularly.

The leadership and management of the early years provision

Leadership and management is good. Robust recruitment and induction procedures ensure that adults working with the children are suitably checked and their continuing professional development is effectively promoted. The manager and her staff have a clear understanding of the strengths and areas of development because effective systems for self-evaluation are in place.

Partnership with parents is good and parents express a high level of satisfaction with the setting. They appreciate the hard work of the committed staff and praise their friendliness. Staff are well deployed to support the interests of the children so that their learning and development is secure. Open days allow the parents to find out more about the setting and meetings are held to discuss the children's progress. Parents have access to their children's assessment files and are fully involved in their child's learning. Links with the adjacent primary school are effective and facilitate an easy and stress free transition to the reception class.

Safeguarding is secure and there are clear records and procedures in place although risk assessments, such as those of the outdoor provision area do not always take place on a regular basis and some policies are not reviewed regularly. Staff have a good knowledge of their roles and responsibilities.

The quality and standards of the early years provision

Children enjoy their time at Greenhill pre-school. They are well supported as staff reinforce their learning and provide a good balance of adult-led and child-led opportunities. Resources are organised well in labelled containers and easily accessible for the children to use enabling them to develop their independence skills. They choose from a wide range of indoor activities that cover the six areas of learning. There is also a good range of activities and resources outside and children enjoy physical exercise as they ride on bikes and develop their throwing and catching skills using balls. They greatly enjoy cutting pieces of colourful card to make collage work, tasting Chinese crackers during snack time and painting Chinese symbols, as they celebrate the festival of Chinese New Year. Through role play, they explore a Chinese tea set and look at books with stories from China. A variety of table top activities such as threading beads, encourages the children to develop their problem solving skills.

Staff plan well to ensure that the interests of all children are promoted well. Challenging opportunities are provided to ensure that each child participates and enjoys their activities in all the areas of learning. Planning documents clearly detail children's next steps in their learning. Thorough observations and assessments identify the progress children make.

The children are well cared for. Their health and safety is promoted well. Staff help them to learn about safety by taking part in regular fire evacuation practices. They enjoy healthy snacks and take responsibility for applying anti-bacterial gel to their hands before they sit down with their key worker at snack time. They are developing good hygiene practices and remember to wash their hands after using the toilet. The children are well mannered and polite and respond well to praise and encouragement given by staff. They play well together, share and take turns. Their social skills are well developed and their behaviour is exemplary because staff act as good role models.

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

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| 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

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| 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

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| 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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.