

Greenleys Community Pre-School

Inspection report for early years provision

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Inspector	Sheila Dawn Flounders
Setting address	Ardwell Lane, Greenleys, Milton Keynes, Buckinghamshire, MK12 6AY
Telephone number	01908 322211
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Type of setting	Childcare on non-domestic premises

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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 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).

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.

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Description of the setting

Greenleys Community Pre-School is managed by a committee of volunteers who are mainly parents of children in the group. It opened in 1997 and operates from one main room of the community centre in the Greenleys area to the north of Milton Keynes, Buckinghamshire. Children have access to two enclosed outdoor play areas and to other rooms within the building during some sessions. It is open each weekday from 8.30am to 11.30am and from 12.00pm to 3.00pm during term-time. Some children also attend for the full day.

The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend the pre-school at any one time. There are currently 47 children aged from two and a half years to under five years on roll. The setting currently supports a number of children with English as an additional language. They serve mainly the local community.

There are seven members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meet most of the requirements of the Early Years Foundation Stage well, although some aspects of documentation need attention. Staff access a variety of training to enhance all aspects of children's well-being and recent improvements in the way information is collected about individual needs ensures these are well-promoted. Positive relationships are developed with parents and other professionals to provide continuity of care and learning. Children are making at least good progress in their learning and development because they have access to a broad range of interesting activities. The quality of interaction between all staff and children enables appropriate support to be given to individuals when necessary but also ensures that children have many opportunities for independence. The setting have acted on the recommendations made at their last inspection and demonstrate a strong capacity to maintain improvement in future; they have identified areas for development through self-evaluation and prioritise the action they take to deal with these.

What steps need to be taken to improve provision further?

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

- expand risk assessments to include all types of outings
- develop information gained from parents on entry to form a basis from which to better show children's future progress

- review the information available for parents about policies and procedures.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff know the possible signs and symptoms of abuse and what action to take if they have concerns. There are robust vetting and induction processes, including for committee changes, which ensure the suitability of all those working with the children, although staff are never alone anyway. Improvements after the last inspection included updating the safeguarding policy, which now includes all necessary information and is available to parents on request. Risk assessments consider most potential hazards within the premises and some outings but not the frequent visits to the local school, so potential hazards may be overlooked. Generally documentation is well-maintained and up-to-date, ensuring that staff are aware of relevant information. Particular attention is given to collecting information from parents before children attend, now by individual interview, to ensure they have opportunities to share what they know about their child, including their home language and culture. This helps develop positive relationships, encouraging parents to play an active part in the group and in their child's future development. Parents access detailed information about their child's activities, see their work prominently displayed, have very good opportunities to discuss any issues with their key person and are particularly encouraged to take books home to share. There are formal and informal opportunities to view and add to their child's assessment folders. They have simple summaries of some key policies and procedures in the prospectus, such as illness and accidents, but it does not include safeguarding and their access to the full documents is currently limited. Liaison with other professionals working with some of the children and their feeder schools is ongoing, and regular support from the local authority is welcomed.

The deployment of resources is good, with high ratios, including male staff who provide positive role models for the children, ensuring that many varied and interesting activities are available each session. The room is attractive to engage children's interest in the distinct areas, and short sessions in key groups are particularly effective at tailoring activities to the individual needs of the children. A wide range of resources are available, including those that provide positive images of diversity. Continual self-reflection is evident, with an ongoing plan identifying priority issues, which are resolved through regular meetings and appropriate actions; for example, plans are in hand to review the parental questionnaires to provide more useful input when their self-evaluation is updated. Key personnel maintain a realistic overview of the provision which ensures its smooth running on a daily basis.

The quality and standards of the early years provision and outcomes for children

Children benefit from high quality interaction with staff and as a result, enjoy their learning and are keen to access the range of interesting and challenging activities

provided. Staff plan appropriate activities, covering all areas of learning, as they know what individual children need to do next and what learning they expect from activities. Routines are used particularly well to ensure that opportunities are not overlooked and staff skilfully change activities when they observe something is no longer of interest. Children mostly choose their own activities, with some engaging in imaginative play for most of the session, although there are always adult supported activities available, such as making snowmen or singing and counting at registration. Small groups enjoy stories together, with staff using props from story sacks to encourage children's involvement. The key group session enables staff to focus on appropriate activities, such as letter recognition or cooperative games. Children's assessments show they are making at least good progress. A variety of documentation is included, although limited use is made of the information gained from parents to demonstrate children's starting points.

All aspects of children's welfare are well-promoted. Children are confident within the premises and show their awareness of the boundaries, for example, taking care when the floor has been mopped. Their understanding is supported by measures such as the safety surface outside, regular routines for outings and opportunities to practise the fire drill. Staff give appropriate reminders during activities, such as when using scissors. Good access to drinks keeps children well-hydrated. Only snack is provided, so staff ensure it is healthy, with different items in the morning and afternoon for those staying all day. Parents provide lunches, with encouragement to send healthy options. Good provision is made for outdoor play with opportunities to develop their skills in the fresh air daily and also to activities such as gardening, due to the provision of two separate areas. An indoor hall ensures physical play is always available. Children are responsible for their personal hygiene, although staff monitor to ensure hands are washed appropriately before eating. Robust cleaning routines and food hygiene practises help protect children from cross infection, supported by parental awareness of the sickness policy. All children contribute to the setting; they are proud of their displayed work and keenly talk to their parents about what they have done. Staff ensure that the range of festivals celebrated takes account of the children's cultural backgrounds and particular attention is given to provision for those with English as an additional language. Children's behaviour is very good as they busily engage in interesting activities, tailored to their understanding and attention span, although staff are consistent in handling more challenging behaviour if necessary. Children develop necessary skills for the future such as taking turns, and use technology appropriately; they particularly show consideration for others.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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