

Greenacre Pre-School

Inspection report for early years provision

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Inspector

Sarah Hicks

Setting address

Rawdon Littlemoor Primary School, New Road Side,
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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*.

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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.

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Description of the setting

Greenacre Pre-School is committee run and operates from a purpose-built building in the grounds of Rawdon Littlemoor Primary School in the Rawdon area of Leeds. A maximum of 30 children may attend the pre-school at any one time. It was re-registered in 2005, is on the Early Years Register, and opens from 9.00am to 3.30pm during term-time only. All children share access to an enclosed outdoor play area. There are currently 49 children aged from three years to under five years on roll. Of these, 40 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports children with special educational needs and/or disabilities; currently there are no children on roll who speak English as an additional language. The pre-school employs nine staff. Of these, eight, including the manager, hold appropriate early years qualifications. The remaining staff member is currently working towards her level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The manager has exceptionally high aspirations for quality and inspires her staff to develop their skills and expertise. As a result, children thrive during their time at Greenacre Pre-School, enjoying a valuable range of experiences supporting every child's learning and development extremely well. Parents agree, saying their children 'enjoy every minute' in this happy and stimulating environment. Staff's excellent knowledge of each child in their care and a strong emphasis on supporting their health and welfare ensure all children's needs are met in this nurturing and inclusive setting. The pre-school's systems for self-evaluation and record of development of the provision are evidence of their outstanding capacity to continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing regular opportunities for parents to contribute to their children's record of progress.

The effectiveness of leadership and management of the early years provision

Excellent leadership and management ensure all staff are clearly aware of their roles and responsibilities and no time is lost for learning in this secure and fun-filled pre-school. Resources are well-planned, age-appropriate and easily accessible to children. A comprehensive range of useful policies and procedures makes sure all children are safe, and daily routines support this. For example, children start the day explaining to each other safety routines and love sharing their fun storybook

of rules. This supports their excellent understanding of how to keep safe. Robust procedures are in place for successful recruitment, induction and training. The commitment of staff to develop their skills, supported by strong leadership, ensures that children are cared for by a dedicated and experienced team, who work closely and very successfully together to meet all their children's needs exceptionally well. The manager is passionate about high quality care and support and ensures her staff have an excellent understanding of their responsibility to safeguard children. The purpose-built learning areas are very secure and procedures for arrival and departure ensure children are handed over safely. Parents value this high quality care greatly, saying 'It's wonderful to have such a safe and happy start to school life'. Daily safety checks ensure all areas, equipment and resources are safe. Children with special educational needs and/or disabilities are exceptionally well supported and extensive systems are in place to work in partnership with other professionals to support each child's individual needs. Although partnerships with parents are strong, opportunities to involve them in regular opportunities to contribute to their children's record of progress are currently limited. Excellent teamwork, a rigorous approach to monitoring and evaluating the provision and a shared determination to improve this excellent provision even further underpin its success.

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

Children flourish at Greenacre Pre-School. It is a pleasure to watch them play and learn so happily together. They choose from a wide range of easily accessible, high quality resources, which offer interesting learning experiences across all areas. This helps children lead their own learning, supporting independence skills and ensuring they are absorbed in their play. Curious, engaged and thoroughly enjoying their learning, children delight in creating their own role-play areas for learning. For example, they decided to change their home corner into their hospital after one child brought an X-ray from home, which sparked their interest and curiosity. Staff, who know their children's interests extremely well, skilfully support learning by using positive language and careful questioning to encourage them to connect their learning and develop their skills. Children have great fun in their new soil table outdoors, for example, working together to choose their tools, plant their bulbs and learn about how they grow. Children independently access these resources both indoors and outdoors in the very safe areas and, as a result, are happy, motivated and enthusiastic to learn.

Excellent relationships with staff and each other ensure children play happily together and feel very safe indeed. All staff place children's welfare as a high priority and safe procedures and clear routines support this daily. Laughter abounds and confident children are happy to share news with each other, choose songs together and help each other play and learn. Adults model positive behaviours extremely well and a strong focus on celebrating success and boosting self-esteem encourages children to quickly become confident learners who, some parents say, 'never want to leave'. Children learn about the community in which they live and the environment around them through visits, visitors and activities. Different religions and cultures are celebrated and children learn quickly to value

both similarities and differences. They enjoy, for example, making Eid cards together and are excited about their festival of light celebrations.

Children have many opportunities to develop their understanding of a healthy lifestyle through a choice of fresh fruit and vegetable snacks, routine personal hygiene practices and exercise opportunities both indoor and outdoors. They happily make 'tasty' dinners for their dolls in the kitchen area, piling their plates high with vegetables and fruit. Children know a great deal about keeping themselves safe and are keen to explain their rules and expectations to visitors.

Regular observations, recording their achievements and identifying next steps, support children's learning well. There are limited opportunities currently, however, for parents to contribute regularly to these progress records.

Children are given a wealth of opportunities to develop skills for future independence, selecting activities which support their development of basic skills exceptionally well. They love, for example, using the computer together to count and find the number of hidden cakes. They show care and concern for each other, and enjoy routines which promote responsibility, such as 'tidying up time', together in this highly inclusive, nurturing pre-school. As one parent said, 'Greenacre is the best possible start for my child.'

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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