



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300720

DfES Number: 583281

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Trudy Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Greenhill Village Pre-School
Setting Address Greenhill Main Road
Sheffield
South Yorkshire
S8 7RA

REGISTERED PROVIDER DETAILS

Name The Committee of Greenhill Village Pre-School

ORGANISATION DETAILS

Name Greenhill Village Pre-School
Address Greenhill Main Road
Sheffield
South Yorkshire
S8 7RA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about 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 12:25 to 14:55.

There are currently 81 children on roll. Of these, 70 receive funding for nursery education. Children attend for a variety of sessions. The pre-school currently supports a small number of children with special needs.

The pre-school employs 10 staff. 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 'Sheffield Kitemark', a local quality assurance scheme.

How good is the Day Care?

Greenhill Village Pre-School provides good quality care overall for children aged two to under five years.

Organisation and management of the nursery successfully promotes very good teamwork. Staff are enthusiastic and are well-supported in understanding their roles and responsibilities. A comprehensive collection of policies and procedures underpin the day to day running of the pre-school. Good use is made of the premises to ensure children access a wide range of stimulating resources and appropriate experiences independently and safely.

Health and safety policies are consistently followed by staff, to ensure children are safe and well, indoors and outdoors. Staff actively promote good hygiene practice and encourage children to manage personal hygiene independently. Staff are not fully familiar with all the current child protection guidance although there are clear procedures in place to protect children from harm.

Children enjoy a balance range of interesting activities and opportunities, which contribute to them making very good progress in all areas of their development. Activities are appropriately adapted for the age and stage of development of the children. Children and staff have very good relationships. Staff are sensitive to children's individual needs and interact skilfully with children to develop their confidence and self-esteem. The setting is committed to promoting equal opportunities and ensures children with special needs are well-supported and fully included in the provision. Effective behaviour management strategies, consistently applied by staff, successfully promote excellent behaviour.

Parents receive a warm welcome from familiar, approachable staff. Good quality information is provided for parents in a variety of ways. Systems for sharing information are successful in ensuring parents' wishes for the care of their children are respected.

What has improved since the last inspection?

not applicable

What is being done well?

- Teamwork is very good. Staff are well-supported with access to relevant training, an effective induction system and opportunities to reflect on their work practice. This helps them develop a consistent approach to their work.
- Comprehensive health and safety policies and procedures are consistently followed by staff to keep children safe and well, indoors and outdoors. Children are helped to develop safe practice with discussion and explanation.
- Children and staff have very good relationships. Staff interact skilfully with children and respond sensitively to their individual needs. They give children time and attention and use language such as 'You're so clever' and 'That's really good' to show children how they value them. This helps children feel good about themselves and develops their confidence and self-esteem.
- Behaviour is excellent. Staff use a non-confrontational approach and help children understand what is expected by speaking clearly and telling them what they want them to do. Children follow the good models of staff by showing friendliness, courtesy and consideration for others.
- Successful systems are in place for sharing information with parents. These include written agreements, child detail forms, open evenings and informal discussions. Parents value the way staff are readily available to discuss their children with them.

What needs to be improved?

- the staff's knowledge and understanding of all current child protection guidance.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

not applicable

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	Increase staff's knowledge and understanding of current child protection guidance.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Greenhill Village Pre-School provides a welcoming, secure environment where children enjoy learning. This ensures they make very good progress in all six areas of learning.

The quality of teaching is very good. Staff have secure knowledge of the early learning goals and use this to plan an interesting and varied curriculum. Effective teaching methods include a balance of adult-led and child-initiated activities. Staff manage children well and have very good relationships with them. Personal, social and emotional development has high priority and underpins children's learning in all areas. Staff engage successfully with children to help them develop very good speaking and listening skills. The environment is well-planned and organised to support children's independent learning and to encourage concentration skills. Stimulating activities and resources are used successfully to promote children's learning. Very good support is provided for children with special educational needs.

Staff know individual children well and are skilful in observing children and assessing their progress. They use this information very effectively to monitor children's progress and plan the next steps in their learning.

Leadership and management is very good. Strong leadership and clear aims promote an inclusive environment where children, parents and staff share a positive approach to learning. Staff are well-supported with regular team meetings and access to relevant training. The strong commitment to continuous improvement is reflected in the very good progress made on the previous key issues.

Partnership with parents is very good. Parents spend time talking informally to the staff and are well-informed about what the children are doing and learning. Currently plans are in place to more fully involve parents in the assessments of their children. Many opportunities are provided for parents to share information about their children and be involved in the pre-school.

What is being done well?

- The priority given to personal, social and emotional development helps children develop an enthusiasm for learning and confidence in their abilities. This ensures they participate effectively in self-chosen activities and underpins their learning in all areas.
- Staff engage successfully with children to help them enjoy language and develop very good speaking and listening skills. They speak clearly to children, listen and value what children have to say and encourage them to contribute in group discussions.
- Sessions are well-planned and organised to support children's independent

learning. Children make well-informed choices about their play and are allowed uninterrupted periods of time to persevere in self-chosen activities. This helps them develop concentration skills and a sense of pride in their achievements.

- Children with special needs are well-supported and fully included in all aspects of the provision. A senior member of staff has responsibility for this area and gives good amounts of time to supporting staff, children and parents. Staff find out all they can about children's specific needs and work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from their experiences in the pre-school.
- Skilful and well-planned observations are effective in assessing children's progress. This helps staff successfully identify the next steps in children's learning and plan appropriate challenge.
- Strong leadership effectively promotes a welcoming and inclusive environment in which children, parents and staff share a positive approach to learning. Methods to ensure clear aims are reflected in practice include weekly team meetings to review practice and share ideas and senior staff working alongside staff to provide effective support.

What needs to be improved?

- the opportunities for children to solve number problems and record their work, for example by tallying or drawing, in practical and purposeful situations
- the opportunities for parents to be more fully involved in the assessments of their children .

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve planning and assessments, which were raised as key issues in the previous inspection report.

A major factor in the improvement has been the introduction of a monitoring system in which all staff are involved in assessing children's progress. Opportunities for observation are identified in daily play and focused activities. Staff meet regularly to discuss children's progress, highlight areas for development and plan the next steps in their learning. This, together with further training, has impacted positively on the planning. Planning includes how activities will be adapted or extended for children who learn at different rates and gives sufficient priority to all early learning goals.

Parents are now well-informed about the educational programme. A welcome pack has been introduced with user-friendly information about the aims of the pre-school and how the setting works with children towards the early learning goals. Plans are in place to build on the successful relationships with parents by developing further ways for parents to contribute to the assessment process.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, enthusiastic and excited in pre-school. They manage themselves independently in the environment, make well-informed choices and interact confidently with others. They are developing very good concentration skills, persevere in self-chosen activities and show pride in their achievements. Behaviour is excellent. Children share, take turns, co-operate and show consideration for others. Children eagerly share information about themselves and value what others have to say.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good speaking and listening skills. They use language effectively for many purposes such as making their needs known, planning their play, describing, predicting and initiating conversations. Children enjoy rhyming activities and are learning to link sounds and letters. They are developing a love of books as they look at books independently and share stories with their friends and staff. They are learning to recognise print and attempt writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count regularly in daily routines, many count reliably beyond 10. They are interested in numbers, correctly identify numerals in the environment and use number names in their play. They attempt, with some success, number problems, for example when participating in shop play, and when playing mathematical games. They sometimes record their work. Children are developing very good awareness of space, shape and measure in a range of practical, daily activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children frequently explore and investigate in focused and freely chosen activities. They are developing increasing skill and confidence in using tools and techniques to design and make their own ideas. They use everyday technology well to support their role play and use a computer with varying degrees of skill. Children learn effectively about their own community and the wider world with well-planned topics, visitors to the setting and in daily discussion and activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely, indoors and outdoors, successfully negotiating obstacles and showing respect for the personal space of others. They control their movements well as they participate with pleasure in focused movement sessions. When playing outside children enjoy appropriate challenge, for example when balancing and climbing. They use a range of large and small equipment with skill and control. Children engage in many activities to foster very good hand eye co-ordination.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour in many ways, such as colour mixing and selecting colours for their pictures. They use a range of different media and materials successfully to develop and express their ideas. They make patterns, models and paint recognisable figures and objects. Children enjoy singing and music sessions and are learning to follow a beat. Imaginative play is well-developed. Children use role play and small world resources effectively to support their play and put together stories.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- plan further opportunities for children to attempt number problems and to record their work in practical and purposeful situations
- continue to develop ways for parents to be more fully involved in the assessment process.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.