

Greenmount Village Pre-School

Inspection report for early years provision

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Inspector	Wendy Fitton

Setting address	The Old School, Brandlesholme Road, Greenmount, Bury, BL8 4DS
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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

Greenmount Village Pre-School registered in 1982 and is run by a management committee. The group operates from within a community centre in Greenmount in Bury, Lancashire. The pre-school caters for children from two and half years up to five years.

The pre-school is registered for a maximum of 40 children up to five years on the Early Years Register. There are currently 43 children on roll. The pre-school provides funded early education for three and four year olds.

The pre-school is open five days a week term time only from 9am to 12noon. Children have access to a secure outdoor play area. There is a team of nine staff, including the manager. All staff hold a National Vocational Qualification at Level 3 and Nursery Nursing qualifications. The manager has achieved an Early Years Professional Status qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well-cared for in a stimulating and child centred environment. The welcoming environment is fully inclusive and reflects the children's backgrounds and family lifestyles. The organisation of the educational programmes reflects varied and interesting experiences, meeting the needs of the children. There are effective partnerships established with both parents and carers, with good links to other professionals, that meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is effective. Plans for the future, to appraise the setting and further promote the quality of the provision are ongoing.

What steps need to be taken to improve provision further?

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

- review the system for recording the risk assessments
- increase opportunities for children to develop their knowledge and understanding of exploring and investigating technology equipment, media and materials to promote their creative and imaginative skills.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the policies and procedures in place to ensure those working with children are safe to do so. The pre-school's

safeguarding policies are implemented with staff knowing their role and duty in keeping children safe from harm. Staff are experienced and qualified in aspects of learning and welfare of young children. There are weekly detailed risk assessments of the premises and outdoor areas. However, these are not always signed to evidence that this has been carried out. Health and safety practices are in place that ensure children's safety and well-being are maintained. Management, staff, children and parents are involved in any self-evaluation process. This ensures that everyone can channel their efforts and ideas into successfully improving the outcomes for children and the provision.

Partnerships with other professionals are evident and ensure children are supported and that there is continuity of learning and care. For example, the area inclusion officer from the local primary schools liaises with staff and families to support children through their transition to school. Children are making good progress in their learning and development as the deployment of resources is good. Staff use resources and equipment creatively and imaginatively and are positive in making changes and taking things forward. The storage and accessibility of toys and equipment is effective and enables the children to plan and organise their games, activities and use of toys.

Partnerships with parents are positive and help children to feel secure. Parents are welcomed into the nursery and warmly greeted. The pre-school is a committee run organisation and managed by parents of children attending the setting. Regular fundraising activities take place and social events to engage all parents. There is a very effective key person system which builds up good relationships with the parents and their child. Parents are encouraged to settle their children and complete all of the important information about their child, so appropriate care can be provided. At the start of placement, every parent is given an information sheet about their key person and are encouraged to contribute information about what their child has been doing at home. Parents comment very positively about the service they receive. They think the pre-school is brilliant, that daily feedback is fabulous, that their children enjoy themselves and that staff are warm, friendly and caring.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning through well-planned activities and experiences. The planning of the learning environment is linked to the six areas of learning. There is free access to continuous provision throughout the day. Staff respond effectively to the information provided by parents and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for their development, routine care practices and as liaison with parents. Staff follow children's leads and note down any significant or spontaneous comments throughout the day, as related to the six areas of learning. Staff use these comments to inform their planning for individual children. Each child has a profile

with learning stories, photographs and art work. Staff identify their future learning need and assess the children as they progress towards the early learning goals.

Children have good space to move freely and safely to develop their physical skills. There is access to large play areas, inside and outside, for the specific activities. Children use a large slide indoors and a range of wheeled and ride on toys outside. Children have fresh air daily and can run around, climb and balance. They develop fine motor skills through the provision of writing and mark making tools, construction toys and jigsaws. Children develop their personal, social and emotional skills as they play happily. They are confident, interested and motivated. The children have positive relationships with their key adults and evident friendships, which help to make children feel secure. They play cooperatively, for example, sharing, turn taking and negotiating ideas when constructing the railway track. Children enjoy relaxing in the book area and have free access to books. There are lots of photographs, labels on displays and key words around the environment to support children's language and literacy. Children relate to labels in storage units that indicate exactly what is available. Children use mark making equipment with pens and pencils, writing pads, notepads and various stationary items. Children are involved in different cultural festivals and celebrations as they learn about Chinese New Year. There is good emphasis on positive relationships and respect for differences, for example, children see photographs of different people around the world and photographs of people with disabilities and different family lifestyles. Children meet with people from the community and people who help us. For example, the police safety officer, the fire officer and the dental nurse. Children learn how things operate. For example, when using the builder's tool bench and toy tools to fix things, construct the train track or use the stickle bricks and interlocking puzzles and shapes. Children develop some imaginative skills through role play equipment with dressing up clothes, dolls and kitchen utensils. However, opportunities for children to develop their knowledge and understanding of exploring and investigating technology equipment, media and materials to promote their creativity, are limited.

Staff are fully committed to quality care which actively promotes the children's knowledge and understanding of safety and healthy lifestyle choices. This develops their skills for the future, which enables them to make a positive contribution. Children are provided with a healthy balanced diet in liaison with parents, who provide snacks on a rota for all the children. All allergies and dietary needs are known and met. Children follow good health and hygiene procedures as they independently wash hands, wipe noses and listen to chats about being healthy with the nurse and the dentist. Children understand the importance of keeping safe and respond to the visits from the police and fire officers. They understand about sun protection, stranger danger, using equipment safely and about safety rules when inside. Children feel safe and respond to the routines and rhythms of the sessions. They play confidently and approach staff willingly. Children's behaviour is managed in a way that the supports their understanding of what is right and wrong, in accordance with their individual ages and stages of development and understanding. Staff give clear explanations to them and consider different family lifestyles and tolerances. Staff use positive strategies and reward children with stickers, verbal praise and give responsibilities to children to acknowledge any positive behaviours.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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