

Greenhill Pre-School

Inspection report for early years provision

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Inspector Kay Armstrong

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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

Greenhill Pre-school was registered in 1992 and is run by a committee. The provision operates from a self-contained building within grounds of Greenhill County Primary School in the Bury area of Lancashire. Children have access to an enclosed outdoor play area. The provision which serves children from the local community is open Monday to Friday from 9am to 12noon and 12.20pm to 3.20pm during term time.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is registered to care for a maximum of 20 children aged from two years to under eight years at any one time. Currently there are 40 children on roll, all of whom are in the early years age range. This includes 34 children who receive funding for free early education.

There are six members staff who care for the children of whom five hold a relevant qualification at level 3 in early years. The provision receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this secure and inclusive provision. They make very good progress towards the early learning goals as they enthusiastically explore the wealth of activities and resources available to them. The staff team have a good understanding of the Early Years Foundation Stage framework and implement many areas of it very well. The majority of the required documentation is in place, however there is an omission from the safeguarding policy, which is a breach of the Early Years Foundation Stage requirements. Positive relationships with parents and carers and other providers of the Early Years Foundation Stage have been established, ensuring children's unique needs are recognised and consistently met. Effective systems are in place to monitor and evaluate the provision, which demonstrates a strong capacity for continuous improvement and promotes positive outcomes for the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

06/07/2011

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

- develop further opportunities for children to manage their own personal hygiene with particular regard to hand washing
- develop further opportunities for children to express their own ideas particularly with regard to designing and making.

The effectiveness of leadership and management of the early years provision

Children are well protected as all staff have attended recent safeguarding training and have a clear knowledge and understanding of their role in protecting children from harm. They have access to and knowledge of the Local Safeguarding Children Board's procedures and know where to seek guidance should a concern arise. However, the safeguarding policy does not include the procedure to be followed in the event of an allegation being made against a member of staff. This is a breach of the requirements. Children's safety and well being are well promoted as robust recruitment and vetting procedures are in place to ensure staff are checked for their suitability. Regular detailed risk assessments identify possible hazards and ensure children have the freedom to explore and develop skills within a safe and secure environment.

The effective organisation of the building, staff, daily routine and resources ensure that children are able to engage in a wide range of challenging experiences and learning opportunities. Equality and diversity is fostered effectively as staff value and embrace different cultures, gender, regions and abilities. A high regard is given to the value of working in partnership with parents, carers and other providers. They have access to a wealth of information and this contributes significantly to children's well-being and inclusion. Effective links with the school have been made which promotes continuity of care for the children and eases their transition into school.

Leadership and management is good and efficient systems are used to monitor and evaluate the provision. The staff team work well together, they are focused on helping children progress, they take pride in their work and enjoy their time with the children. Areas for improvement to enhance children's learning and overall well-being have been identified and are appropriately targeted. The recommendations from the previous inspection have been successfully implemented. Linked with on going staff training and development this demonstrates a good commitment to driving improvement to benefit children's overall well-being.

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

Children are enthusiastic and inquisitive learners who thoroughly enjoy their time in the provision. They make very good progress in their learning. Staff make

sensitive observations of children's development, which clearly link to the early learning goals. Extensive planning which is informed by children's interest enhances their learning further. As a result, they enjoy and achieve in a challenging learning environment.

Children are very well supported by staff. Consequently they are happy, confident and eager to participate in the exciting and stimulating activities, which capture their imaginations. Communication skills are extremely well fostered throughout the provision. Children know that print carries meaning, they handle books carefully, love listening to stories and confidently link letters to sounds. They refine their dexterity as they practice using scissors and have well developed pencil skills, confidently writing their own names on their creative work. Staff enhance children's understanding and knowledge by asking questions which help them to think and reason. Children's communication, imagination, social and problem solving skills are nurtured as they work together harmoniously to construct a 'pirates ship' with the wooden blocks. They take pride in their achievements displaying high levels of self-esteem. Skills for the future are fostered well as children explore a range of replica electrical equipment, programmable toys and have access to a computer, mouse and keyboard. Children have some opportunities to freely express themselves creatively as they listen and move their bodies to classical music, explore creative materials and play imaginatively. However, some times they are expected to reproduce the adult's interpretations of pictures, which impinges on their creativity.

Children are beginning to understand the importance of a healthy lifestyle. This is supported as they grow strawberries and enjoy nutritious snacks. Snack time provides good opportunities for children to develop their self-help skills as they serve themselves make choices and pour their own drinks. However, children are not always helped to consistently appreciate the need for good hygiene routines, as they do not wash their hands before they have snacks. They have regular opportunities to be active and develop good skills in coordination as they play outdoors. They shout and giggle with joy as they run around and join in races. They have the opportunity to climb, jump, balance, ride bikes and participate in team games. Children are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the rules as staff give clear explanations of the possible consequences. They receive good quality support and care from staff and positive relationships enable children to feel secure and safe in their environment.

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	3
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

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