

Greenleas Pre-School

Inspection report for early years provision

Unique reference number EY309982
Inspection date 20/09/2011
Inspector Christine Stewart

Setting address Greenleas Primary School, Green Lane, Wallasey,
Merseyside, CH45 8LZ

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Type of setting Childcare - Non-Domestic

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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

Greenleas Pre-School is privately owned and was registered in 2005. It operates from a purpose-built unit next to Greenleas Primary School in Wallasey, Wirral. It offers provision during the day and before and after school. A maximum of 24 children may attend, of whom all may be in the early years age group. The setting also offers care to children aged eight years to 11 years. There are currently 101 children on roll. Of these 51 are within the Early Years Foundation Stage. The setting is in receipt of funding to provide nursery education for three and four-year-olds.

The setting is open each weekday during term time only. Before and after school sessions run from 8am to 9am and from 3.15pm to 6pm. Pre-school sessions run from 9am until 12noon and from 12.10pm until 3.10pm. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, three members hold appropriate level 3 early years qualifications and one member is working towards an appropriate level 3 qualification. The setting receives support from an early years teacher and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment where staff know them well and respect their individuality. Overall, children enjoy a good range of activities, which enables them to make progress in their learning and development. Partnerships with parents, carers and other early years professionals are effective. Good systems for self-evaluation are in place demonstrating the setting's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop outdoor planning to encompass a broad range of activities and experiences to promote children's enjoyment and learning
- provide more opportunities for children to develop skills of independence during snack time.

The effectiveness of leadership and management of the early years provision

Children are kept safe because access to the setting is monitored. Systems are in place for their safe collection and all visitors are requested to sign the visitor's

book. There is a robust recruitment procedure in place and staff are deployed to effectively supervise the children, further ensuring their safety. Staff members have a secure understanding of Local Safeguarding Children Board guidance and procedures and the possible indicators of abuse and neglect. This enables them to take prompt action if they have concerns about a child, to ensure children's safety. Daily checks of the premises and outside area are undertaken, as well as more comprehensive risk assessments at regular intervals to keep children safe within the setting.

The manager and staff are committed to the continuous improvement of the provision. This is demonstrated in how they have addressed the recommendations raised at the last inspection to improve outcomes for children. There is a written self-evaluation system in place to identify future targets for improvement. Staff demonstrate their commitment to improving outcomes for children by undertaking relevant training courses and short workshops. Improvements have been made since the last inspection, such as developing the outdoor play area to create an area which can be enjoyed daily throughout the year. Annual staff appraisals have been introduced and staff meetings take place to keep everyone informed and involved.

The good organisation of the rooms and resources encourage children to become independent, inquisitive learners. A key worker system is in place to promote and meet individual children's needs. The setting is inclusive and promotes equality and diversity well. Children celebrate various cultural festivals by sampling foods, dressing up, listening to stories and making associated craft items and cards. They are introduced to other languages when they learn to speak simple phrases in French. Strong partnerships with parents are established. Parents express their absolute satisfaction with the service they receive, saying they are kept well informed and involved in their children's learning and progress. Information with parents is shared through daily discussion, home packs, newsletters and parents information board. Parents can access their own child's development file at any time. Staff work with other professionals to ensure good support systems are in place for children and families.

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

Children are making good progress in their learning and development. This is because they are well supported by staff that have a good understanding of the Early Years Foundation Stage and child development. Activities are planned to cover all areas of learning and observations and assessments are in place to support children's learning and progress. However, planning for outdoor pursuits is not as well organised. There is a good balance of adult-led and child-initiated activities to support children's interest and progress.

The staff know and interact well with the children. They chat about the children's interest or family, helping them develop their sense of belonging and security. Children respond well to the questions used by staff which helps them to become critical thinkers, to find solutions and offer ideas themselves. For example, children

demonstrate their problem-solving and reasoning skills as they construct a large tower in the outside play area. They add one block, then another, and so on predicting how many blocks can be added before the construction will topple. Children's enjoyment of books and stories is fostered. Children enjoy looking at books and having stories read to them. They make their own storybooks by colouring pictures which are put into the correct sequence to create a story. The books are laminated to help preserve them. These 'home-made books' are enjoyed and valued equally, with the good range of conventional story and reference books readily available in the library corner. Children enjoy group story time with the story of a 'tiny house' that is a 'squash' and a 'squeeze' to get into. They enthusiastically join in with what happens next and are familiar with the rhyming story. They have weekly French speaking lessons celebrating a range of religious and cultural events and using resources that reflect diversity. Children develop their skills using technology. They have access to resources, such as a computer, games consoles, and programmable resources. Children learn about recycling as they use empty cartons and boxes of different sizes to model make. They learn about the cycle of living things by growing their own produce which they can start off in their small greenhouse.

The out of school provision also offers a secure environment in which the children have a sense of belonging. In this mixed age setting the older children sensitively support the younger children in play. The use of information and communication technology is popular and children take turns to use the range of popular software and consoles available to them. They can wander between the rooms, selecting their activity from a good range of resources for them to freely choose. They happily sit in their friendship groups, enjoying the opportunity to relax and share news and conversation about their day.

Children learn the importance of healthy lifestyles based on exercise, healthy eating and learning about personal hygiene. Healthy snacks and regular drinks are provided so that children remain well nourished and hydrated. Snacks are social occasions, with children sitting together at tables. However, staff pour all the drinks and serve out the food at the playgroup session and out of school club. This does not encourage children to develop skills of independence and make choices. The children have a good understanding of expected behaviour and follow rules and boundaries, learning to take responsibility for their own safety. Visitors to the setting, such as the police and fire-fighters, help children gain awareness of wider safety issues. Practical steps within the setting, such as fire drills and tidy-up time, help children to understand how to keep their immediate environment safe. Staff provide good role models. They are courteous, patient and calm in all their dealings with the children. They take time to listen and share conversation. They laugh easily and share humour with the children who respond positively to this, and behaviour is good.

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

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