

Greenmount Community Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Greenmount Community Pre-school registered in 2010 and is managed by the Governing Body of Greenmount Community School. It moved with the school to new premises in 2011 and now operates from a building in the grounds of the school in Ryde on the Isle of Wight. All children have access to the enclosed outside play areas.

The pre-school is registered on the Early Years Register and a maximum of 40 children may attend at any one time. The pre-school is open each weekday from 9am to 3pm during term times only. Children attend from the local area and for a variety of sessions. There are currently 24 children on roll, aged from three years to the end of the early years age group. The pre-school currently supports a number of children with special educational needs and/or disabilities and those children who speak English as an additional language.

A total of eight members of staff work with the children and this is both on a full- and part-time basis. All of whom are appropriately qualified at level 2 through to degree level. The pre-school receives regular support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the pre-school. The staff team get to know the children and their families well, enabling them to meet their individual needs effectively overall. As a result, children are making good progress towards the early learning goals. Inclusion is a real strength of the setting, ensuring all children feel welcomed and valued as part of the group. Overall, the sessions and activities are organised well and run smoothly. The management and wider staff team are all actively involved in monitoring and evaluating the effectiveness of the pre-school.

What steps need to be taken to improve provision further?

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

- further develop the use of the outdoor play area to promote children's learning across all areas
- increase the information gathered from parents with regard to children's starting points to ensure children's individual development is planned for as soon as they begin to attend

The effectiveness of leadership and management of the early years provision

All staff have a very good understanding of child protection procedures and know how to implement them to safeguard the children in their care. They have attended safeguarding training and have detailed systems in place to record and report any concerns. All children enjoy a safe and secure play and learning environment because staff are vigilant and minimise any potential risks to children. For example, daily checks of the premises and equipment are carried out before the children arrive. Full written risk assessments are completed covering all areas the children come into contact with, both inside and outside. All visitors are required to show identification on arrival and sign in the visitors' book, to ensure an accurate record of everyone coming into contact with the children is maintained. The setting has robust recruitment and vetting procedures in place to ensure all staff are suitable to work with children. There is a full induction programme for new staff and any volunteers to ensure everyone is fully aware of their individual roles and responsibilities within the pre-school.

Management and staff play an active role in evaluating all aspects of the pre-school to drive improvement for the children who attend. For example, everyone has played an active role in reviewing and updating all the settings policies and procedures to ensure they accurately reflect the practice within the setting. Rigorous evaluation ensures any areas for improvement are identified and a development plan has been implemented to ensure actions are taken to further drive improvement.

All children have access to a wide range of resources, activities and play materials. Children use a range of multicultural resources on a daily basis. They celebrate international festivals in line with the school as they develop an understanding of the world around them. Children enjoy a fully inclusive play and learning environment where they are all valued as individuals. Staff actively listen and respond to the children's needs and interests, making them feel a valued part of the setting. Strong systems are in place to fully support children who have special educational needs and/or disabilities and those children who speak English as an additional language. For example, the staff organise 'language enrichment groups' to extend the children's speech and language skills, alongside the 'Every Child a Talker' programme.

Staff are aware of the children's individual welfare needs and the information is discussed with parents and recorded in their registration forms. Although, limited information is currently obtained from parents about the children's starting points, when they first start, which hinders staff's ability to initially plan relevant early experiences. Parents' and children's views are actively sought through discussions and the pre-school is developing the use of questionnaires to help with this process. Staff value the parents' views and suggestions and parents feel valued within the pre-school. They are able to access their child's progress records at any time and are able to make written contributions if they choose to. Strong links are in place with the school to ensure children enjoy a smooth transition into school.

Systems are also in place to share information with other early years providers to ensure continuity of care, play and learning for those children who attend other early years settings.

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

The staff team have a good understanding of the Early Years Foundation Stage framework and implement it effectively to meet the individual needs of the children. Children count at every opportunity and recognise numerals during their play. They enjoy measuring activities, looking at the numbers on the tape measure as they measure each other's heads. Children count with ease; they count cars, how many funnels are in the water tray and how many cups they need for snack. They are beginning to learn about volume and quantity during water play. They explore the different containers and work out which ones can hold the most water. Staff are skilled at asking open-ended questions to extend the children's learning. Children use their imaginations well during a range of activities and role-play. They create stories and negotiate characters with each other. They enjoy dressing up as police officers and fire officers. Children are able to create their own ideas during art and craft activities, using a wide variety of resources and media that they can self-select from the low level units. Children's work is displayed creatively around the walls, valuing the children's efforts. They proudly show visitors what they have been doing. Children have many opportunities to problem solve as they examine and explore the resources during activities. Children practise their emergent writing skills for a variety of purposes. They attempt to write their names on their art work, make lists and take messages in the home corner. Children handle books correctly and pretend to read to each other, recalling the story from the pictures. They use a range of everyday technology during the sessions. They have access to tape recorders, a computer, torches and cameras. Children are developing very good listening skills throughout the sessions. For example, they listen carefully and concentrate well during story time. Children use the outside play areas daily and have many opportunities to develop their physical skills. Although, all six areas of learning are not covered regularly outside to fully enhance the children's outdoor play and learning experiences.

Children are beginning to learn the importance of keeping themselves safe through discussion and daily routines. For example, children know they must sit still when they are eating their snack so they don't choke when they are eating. Children talk about how to hold and use the scissors safely during activities. They fully understand the emergency evacuation procedures because they practise regular fire drills with the staff. Older children are able to explain exactly what happens during a drill, showing a good awareness of the safety procedures. Children learn about the importance of healthy eating through discussion and the provision of healthy snacks and meals. They talk about the types of food that are good for them and discuss how the fresh fruit and vegetables will help them to 'grow big and strong'. They are developing good self-care skills as they learn the importance

of good personal hygiene during daily routines. Children are confident and chat openly with staff and their peers. They make suggestions and share their thoughts in large and small groups. They laugh throughout the day as they make jokes with the staff, showing how at ease they are within the pre-school. All children behave very well during their time at the pre-school. Staff implement clear rules and boundaries consistently so all children know exactly what is expected of them. Staff are positive role models and offer praise and encouragement to the children, recognising their efforts and achievements. Consequently, children respond well to the staff team and are keen to follow the simple rules. Children are beginning to show consideration for others. For example, children ask if others would like to join in their games and pass resources and play materials to each other. Children share and take turns with ease and older children often help the younger ones. For example, older children hold the water bottles still while the younger children fill them with water.

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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