

# Greenhills Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	EY410017
<b>Inspection date</b>	19/04/2012
<b>Inspector</b>	Jennie Lenton

<b>Setting address</b>	Marlborough Primary School, Tytherington Drive, MACCLESFIELD, Cheshire, SK10 2HJ
<b>Telephone number</b>	01625503980
<b>Email</b>	
<b>Type of setting</b>	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

Greenhills Pre-school opened in 1982 and was re-registered in 2010. It is a Charitable Trust run by a board of Trustees. It operates from one main room in a purpose built mobile building within the grounds of Marlborough County Primary School, Macclesfield. There is an enclosed outdoor play area and children can also use the school grounds, with supervision. The pre-school is open each weekday and offers two sessions a day. The first runs from 8.30am to 11.30am and the second from 12.30pm to 3.30pm, term time only. A lunch club runs on Monday and Friday between the hours of 11.30am and 12.30pm.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children may attend the pre-school in the early years age group at any one time, of whom none may be under two years old. There are currently 48 children on roll, all of whom are in the early years age range. The pre-school supports children who speak English as an additional language. There are four members of staff, all of whom hold appropriate childcare qualifications. The supervisor and her deputy are both qualified teachers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content in this warm, welcoming and professional setting. Their development is rapid as they are provided with a range of challenging activities, which stretch and encourage them. Most required policies and procedures are in place to promote their welfare. Individual needs are precisely met as staff work in tandem with parents and others to ensure that every child is supported to meet their full potential. Self-evaluation is used effectively to identify strengths and weaknesses and to promote continual development.

## What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 04/05/2012

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

- increase the frequency of evacuation drills.

## **The effectiveness of leadership and management of the early years provision**

The safety of children is highly prioritised. All staff are clear about their role and responsibility in relation to safeguarding and have accessed specialised training in this area. A clear written policy is in place, which includes all relevant details to ensure prompt referral to relevant agencies, if required. Clear risk assessments are also in place to protect children throughout the building or as they go on outings. Children also learn about how to keep themselves safe as they are regularly taken on local trips, where they learn about road safety. Such messages are also reinforced through routine activities. For instance, staff discuss characters in stories who run away, reminding children that this is not safe. As a result, children have a good sense of how to act responsibly. Evacuation drills are practised termly to encourage children to be familiar with how to respond in an emergency. However, these do not take place frequently enough to ensure that all children have the opportunity to take part.

The setting is effectively led by a strong management team, who have successfully embedded a professional approach throughout the pre-school. Regular appraisals and supervision sessions enable staff to reflect on their practice and identify their strengths and weaknesses with the manager. Consequently, staff continually develop their skills and bring enthusiasm and drive to the setting. Children also benefit as all staff take part in evaluating the provision and identifying future goals. These are focussed on improving outcomes for children and ensuring that resources are effectively deployed. For instance, obtaining additional space for outside play and investing in a canopy to protect children in all weathers.

Most policies and procedures are in place as required. These are all written to a good standard and are made easily accessible to parents. Key information is collected from parents when children commence a placement. Consents to undertake visits and for photographs to be taken are requested. This ensures that children's care is in accordance with parental wishes. However, details of who holds parental responsibility for the child and who has legal contact is not recorded. Relevant information regarding any allergies or cultural requirements is collated and appropriately responded to. Any special educational need and/or disability is fully discussed and outside support is obtained as required. Where needed, one on one care is provided and additional training undertaken to ensure that staff are able to fully care for any individual need. Where children attend other settings, links are made with the child's key person at this establishment and staff successfully work with them to ensure continuity of care. This is particularly effective where children are due to attend the local school as strong links are established.

Parents and other carers are warmly welcomed into the setting and extremely positive relationships have been forged. Parents discuss their children on a daily basis and are kept informed of any changes or concerns. They are encouraged to be fully involved in their own child's learning and development and have nothing but praise for the staff. They report that their children are flourishing and that they feel able to support development as staff are always on hand to give ideas and

suggestions for how to extend learning at home. Books and other resources are available for home use and parents are also encouraged to be involved at the setting, taking part in sponsored walks and other events. Consequently, children's experiences are enhanced as parents and staff form close working relationships based around them.

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

Children are constantly engaged in fruitful activity in this vibrant setting. They are provided with a superb range of activities and resources that precisely meet their learning and development needs. They have plenty of opportunities to engage in free play, painting pictures, selecting books, craft activities, small world play and jigsaw puzzles. They move freely between activities as they desire. They also benefit from adult-led activities, such as going on treasure hunts, listening to audio books and taking an outing to collect leaves and other natural resources. They develop a full range of skills as staff work alongside them, skilfully interacting and expertly promoting their learning through play.

Children develop knowledge and understanding of the world as they take part in growing pansies, watching caterpillars change and releasing them as butterflies or simply taking a walk in the local community and identifying the different types of buildings they see. This is followed up at home as they find out how many rooms they have in their own houses and count the numbers of doors and windows. Staff are highly skilled at promoting basic mathematic and communication skills through every activity. Consequently, children rapidly learn key skills as they do so through activities, which engage and interest them. Counting and basic calculation are expertly promoted as children sing number songs that require them to count down and basic reading and writing skills are also swiftly mastered as they are built into registration and circle time. Children learn to recognise the initial sounds in a word as a different letter of the alphabet is featured each week and they are encouraged to bring in corresponding items, which they then proudly show off during circle time. Their understanding of letter sounds is then built on throughout the session. For instance, the letter M is referred to not only during 'show and tell' but also as children colour in pictures of a mouse and enjoy a treasure hunt where they find objects beginning with the letter M. At story time, staff also draw children's attention to that letter and the sound it makes in the middle of the word. Children say 'mmm' as they recognise the sound in 'limpet' during a story about a child's visit to the seaside. Consequently, they quickly grasp key literacy skills and most four year old children are able to read and write some familiar words with limited assistance. Children's manual dexterity is also well promoted as they play games pegging out washing, using sandpaper and painting brushes to work with pieces of wood and designing fantastic pieces of work with different sized construction materials. Larger physical skills are provided through exercise in the local area, music and movement sessions and daily outdoor play opportunities. Children use their bodies with excellent control as they balance, stretch and jump during music sessions. They use large construction blocks to build buses for physical and imaginative play and regularly go on walks in the fresh air, visiting play areas and other places of interest. Children's personal, emotional and social

skills are also blossoming. The staff are sensitive to children's unique personalities and successfully work with them as individuals. Any special educational needs and/or disabilities are fully explored and plans are put in place to ensure a high level of support.

The staff observe children as they play. They track their achievements and ensure that any gaps in development are followed up. This is effectively managed as planning takes account of individual levels of attainment. Activities are provided to challenge children and promote their development while being flexible enough to respond to their changing wants and needs. Children behave well. They show respect for each other and are aware of the rules of the setting, which are easily understood. Children know they must be kind to each other and 'take turns'. They take part in 'tidy up time' and pass out snacks to each other. Their health is well promoted as children with infectious illnesses are excluded, in order to protect the well-being of others. Clear hand washing routines, before meals and after visiting the toilet, help children understand how to take care of their own health.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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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