

Greenhaugh Pre-School

Inspection report for early years provision

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Inspector Sharon Moore

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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

Greenhaugh Pre-School was first registered in 2000. It was re-registered in 2007 and is managed by a voluntary charity organisation and is one of five pre-school settings managed by the same organisation. The setting operates from within Greenhaugh First School and is situated in the rural area of Greenhaugh, Hexham. Within the setting there is a main play room and children have use of the school hall and an enclosed outdoor area. The setting is open from 9am to 11.30am on a Tuesday and Thursday during term time.

The setting is registered to care for a maximum of 24 children aged from two years to under eight years at any one time. All of these may be in the early years age group. There are currently 20 on roll, all of whom are in the early years age group. Of these all receive funding for the provision of early years education. The setting mainly serves the needs of the children from the local community and supports children with special educational needs and/or disabilities. The setting is registered with Ofsted on the Early Years Register and the compulsory and voluntary part of the Child Care Register.

There are four members of staff including the manager who work directly with the children. Of these, three hold a relevant early years qualification at level 3 or above and one holds a qualification at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Greenhaugh Pre-School provides a warm, secure and friendly environment to all children and their families. Staff are committed to inclusion and this is evident throughout all aspects of the pre-school's work. High levels of support ensure all children are happy and enjoy themselves as they play and learn and good systems for observing children are used effectively to ensure children's good progress. Good practices are in place for sharing information with other early years professionals to promote continuity of care and development. Engagement with parents and carers is outstanding and supports children's learning and welfare very effectively. The manager and staff regularly reflect on and evaluate their practice to ensure continuous improvements are maintained in the care and education they provide for children.

What steps need to be taken to improve provision further?

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

- provide regular opportunities for children to access outdoor play to allow them to extend learning experiences and exploration of the outside

- environment
- develop further systems for children to access drinking water at all times to maintain and enhance their good health.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a comprehensive knowledge of child protection issues and there are effective and clear safeguarding procedures. Recruitment, employment and induction procedures are robust and implemented well to protect the children. Daily risk assessments enhance children's safety and additional checks are completed for outings. Children's independence and ability to make choices is promoted through a good range of resources, which are stored at an appropriate level. Children have space to access new experiences and challenges and staff are well deployed to provide support and challenge to children.

The setting promotes equality and diversity and is fully inclusive; children are supported with individualised planning. Staff develop strong links with other professionals to enhance children's learning and educational opportunities. Partnerships with parents are outstanding and benefit the children's welfare and learning greatly; children's admission is gradual and tailored to meet their individual needs. Parents are kept exceptionally well informed of their child's progress through regular meetings, daily feedback, individual journals and keyworker book. Parents contribute to their child's journal and tracking file, which is used effectively to share information with other early years providers that children attend. Parents attend popular workshops where staff share information to enhance children's learning. Staff support the needs of children with special educational needs and/or disabilities and those who speak English as an additional language and there are effective partnerships and systems in place to ensure they make progress.

The committee, managers and staff are motivated and continuous improvement is evident. Effective self-evaluation means they recognise good practice and the impact this has upon children's learning and welfare and successfully identify training and resources to improve outcomes for children. Recommendations raised from the previous inspection have been addressed with a positive impact on the welfare of the children.

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

Children are settled at the setting and are confident learners. Established, trusting relationships with staff support children's security and independence. Children have a good understanding of responsible behaviour, as a consistent approach by the staff is employed. Consequently children are polite and their behaviour is good. A flexible routine enables children to make decisions and independent choices. Children celebrate festivals such as Chinese New Year and Diwali, and have a good

understanding of cultures and traditions. Staff have good knowledge of the Early Years Foundation Stage framework and implement it well. Planning and regular observations of children's learning enables staff to identify children's next steps in development and address them. This means children make good progress.

Children engage in purposeful play and explore the indoor environment independently. Communication skills are fostered well and children enjoy talking to each other and the staff. They read books together, make pictures and write words, and enjoy songs and rhymes. They develop a positive understanding of the natural world when planting and nurturing vegetables and learn about lifecycles through discussion, stories and crafts. Problem solving and numeracy skills are nurtured well as children play with dominos, weighing and measuring equipment and puzzles. Children use the interactive board and computer skilfully and with confidence. They also use digital cameras and interactive toys to enhance their understanding of information and technology. Children eagerly express their creativity through music, painting and stories. Children respect and value each other and develop good skills for the future as they learn to co-operate and negotiate with their peers.

The outdoor area is secure providing opportunities for children to play safely and develop their physical skills. For example, large apparatus for climbing encourage development of large motor skills. However, restricted access to this area means that children's learning and exploration in the outdoor environment is not always fully promoted.

Children demonstrate a strong sense of belonging and have a good understanding of how to keep themselves safe. They use resources safely and regularly practice the fire evacuation procedure. Children have a good awareness of healthy lifestyles. They demonstrate effective hygiene practices as they wash their hands before snack and after using the toilet. However, opportunities to independently access drinking water during the sessions are not in place and this impacts on children's hydration while playing.

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	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

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