

# Greenacre Pre School

Inspection report for early years provision

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**Unique reference number** EY345852  
**Inspection date** 04/10/2011  
**Inspector** Gail Robertson

**Setting address** Grounds of Bishopswood Infant School, Barlows Road,  
TADLEY, Hampshire, RG26 3NA  
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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**

Greenacres Pre-school opened in 1981 and registered in 2007. It is registered to take a maximum of 26 children at any one time on the Early Years register and the compulsory and voluntary parts of the Childcare registers. It operates from a purpose built unit within the grounds of Bishopswood School, Tadley, Hampshire, on the outskirts of Basingstoke. The Pre-school is run by a Board of Directors. The Pre-school is open each weekday from 8.45am to 15.45am. There is a well supervised optional lunch time. Children stay for a variety of sessions. All children have access to a secure enclosed outdoor play area. There are currently 68 children on roll, including 38 funded three-year-olds from the local community catchment area. There are 10 staff, eight of whom are qualified to level 3 or above and the manager is to undertake Early Years Professional Status. The Pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are close links with the host school and other providers of early years provision, including the newly opened Children's Centre.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Greenacres is an outstanding pre-school. It is highly effective in caring for and meeting the needs of young children in the Early Years Foundation Stage. It is an inclusive setting where children are extremely happy, make exceptional progress and are extremely well prepared for the next stage of education. The manager works relentlessly to improve the provision, and high quality daily planning ensures children have access to almost all resources to support their learning. The manager and the practitioners (aunties) are a strong, well trained, dedicated team.

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

To further improve the high quality early years provision the registered person should consider:

- increase the opportunities for children to have access to information and communication technology in their everyday activities.

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

Safeguarding has the highest priority. Policies and procedures for children's safety are regularly re-visited and shared with the parents and carers. Robust and suitable procedures are followed to ensure that staff are qualified and suitable to work with children. Staff have a very clear understanding of their duties for child

protection. Risk assessments are extremely thorough and adults show children how to keep safe and free from harm. Leaders are highly effective in embedding ambition and driving improvement. Staff are actively encouraged by the management to further their knowledge and skills to support children in their development and remain a highly effective team. Self-evaluation is outstanding. Everyone works really well together to maintain the highest of standards and to implement the action plans for improvement. Everyone is committed to reflective practice and continually seek ways to keep the setting up to date. Staff contribute their thoughts, ideas and suggestions. Parents and carers are regularly consulted and constantly kept in touch. The setting has responded to parents and carers' concerns, such as changing the procedure for collecting children to alleviate a crowded cloakroom. Children's opinions are also valued and looked into. The setting offers children an exciting place where their curiosity is aroused and their desire to find out more is fostered. The creative and stimulating outside area is closely supervised and is open to the children throughout the session. There is a wealth of high quality resources for children to use; these are well maintained. Resources are well organised to promote children's independence and to enable them to take responsibility for their own learning. However, the wealth of technology resources is sometimes underused in the planning of each day's activities. This is an extremely inclusive setting where children and adults are fully respected. The key worker system works very well to ensure children's needs and interests are fully met. Children are consistently challenged through open-ended questions which staff use most effectively. The planned daily programme arises from staff's astute observations of children's progress. This is highly effective and is backed up with many types of evidence from their observations and tracking of children's progress. This leads to staff's extremely good ability to plan the next step. All children make exceptional progress as a result of the high quality adult input, effective verbal communication between staff and the manager's high expectations. The setting has outstanding links with the parents and carers, who spoke highly of its work. They enthusiastically contribute to the children's 'learning journey' records. For example, they wrote 'WOW' notices and a family story including pictures and photographs. They are very well informed of their children's progress. Relationships with other providers are outstanding, particularly the primary schools that the children will attend. The setting belongs to various network groups and appreciates the support given from other professionals. Consequently, staff know exactly who to contact if the need arises.

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

Staff know each child and their family extremely well. The setting is most welcoming and there is a happy, family feeling. Children have a great sense of belonging and share a warm and caring relationship with each other and staff. Before children start, relevant and necessary information is obtained from parents and carers through the updated version of the booklet 'About me'. Staff discuss the outcomes with parents and carers and analyse the response, so that each child's individual needs are met and supported very well from day one. All children are eager and confident to share their ideas with each other and the staff. Every

child's voice is heard and listened to. Every child is respected as an individual. The children know how to react in the case of an emergency, such as the fire drill. They have access to drinks throughout the session and helped themselves when they felt thirsty. Before they sat down in the snack café they knew that they must wash their hands and why. They eat healthy nutritious snacks such as fruit, vegetables and potato cakes. After harvesting their produce from the garden they cooked a nutritious soup and thoroughly enjoyed it. At lunch times, over their healthy lunchbox meal, children learn to converse, listen, count, relax and enjoy each other's company. Children thoroughly enjoy the adult-led activities, although they also have time to decide for themselves what they would like to do. They explore using all their senses, establish their independence and quickly become absorbed in their learning. For example, when listening to sounds and finding the picture of the sound they sit quietly, concentrate hard and solve the identity of the sound. They share equipment and ask politely for tools when playing and working in the garden. They really put their whole energy into the session. All children enjoy stories, look carefully at the pictures and try to guess what is happening. They learn to read using sounds and letters, and write by mark-making, using their skills in varied contexts. For example, in the role play area children recorded the name of the vegetable they were selling to the customers and read their shopping list. All of this results in children achieving exceptionally well and encourages them to become active learners and gain skills that equip them extremely well for the future. Children's behaviour is exemplary. They have excellent attitudes to learning and love the excitement of finding out about the world around them. They take a full part in all the activities planned, such as the autumn walk in the school grounds, and take their learning home to talk to their parents. Children are extremely happy and contented and have an excellent start to their learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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