

# Greenleas Pre-School

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

<b>Inspection date</b>	19/09/2012
Previous inspection date	20/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good understanding of the Early Years Foundation Stage Framework and detailed information about children's individual needs are obtained prior to care commencing. This enables them to plan and provide a range of purposeful and developmentally appropriate resources and activities.
- Play areas are well equipped and set out in a way that promotes children's independence as they freely self-select which activities they want to access at any one time. Appropriate resources and planned activities ensure that children are made aware of the differences and abilities of children and people, not only in their own community but also in the wider world.
- An effective partnership with parents ensure that they too are involved in the children's activity programme. They receive information on a weekly basis about the forthcoming activities. Regular discussions with their child's key worker and the accessibility of their learning journey ensures that they are kept updated about their child's development.

### It is not yet outstanding because

- The outdoor play area is limited in opportunities for children to develop their number recognition and matching skills.
- Children are not frequently encouraged to understand that by writing things down their words can be understood by others.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in both indoor and outdoor play areas.
- The inspector spoke with staff and observed them engaging in planned and unplanned activities with the children.
- The inspector looked at children's learning journeys, planning documentation and a selection of the policies and children's records.
- The inspector also sought the views of one parent spoken to on the day.

## Inspector

Gillian Sutherland

## Full Report

### Information about the setting

Greenleas Pre-School is privately owned and was registered in 2005. It operates from a purpose built unit adjacent to Greenleas Primary School in Wallasey, which is an area on the Wirral. There are fully enclosed outdoor play areas. The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding to provide nursery education for children aged three- and four-years-old.

The setting is open each weekday during term time only. Before and after school sessions operate from 8am to 8.55am and from 3.20pm to 6pm. Pre-school sessions operate from 9am to 12noon and from 12.10pm to 3.10pm. There are currently 62 children aged between four and 11 years old on roll at breakfast and out of school sessions and 35 children aged three to five years old on roll at pre-school sessions.

The setting employs seven members of staff, of whom three have level 3 qualifications in childcare and a further two staff members are very close to completing theirs. The setting receives support from the early years worker in the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enable children to make the best possible progress by writing down things they say to support their developing understanding that what they say can be written down and then read and understood by someone else
- support children to acquire more skills in readiness for the next stages in their learning, by providing opportunities in the outdoor play area for children to recognise and match numbers; for example, by putting a number label on each bike or car and the corresponding number on each parking space.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The areas of the setting which are used for childcare are well organised and welcoming to all, with purposeful and developmentally appropriate resources available for both indoor and outdoor play. Resources are frequently changed throughout the sessions or when requested by the children. Two rooms are used for different activities, the smaller of the rooms used for reading and storytelling. Set out with comfortable chairs and cushions the children choose their own books to look at. Staff encourage their 'reading' skills as they read them a story and actively engage them by requiring them to make certain sounds or identify different objects. The room also displays posters relating to basic sign language and also French language. Planned activities relating to these, help children understand how other people speak and communicate with each other.

Throughout each session, staff ensure that there is a balance of both adult-led and child-initiated activities. Children enjoy their indoor role play sessions as they create a 'vets surgery'. The provision of a keyboard and desk for the receptionist, plus a range of medical resources and a section of small animals, provide children with an enjoyable and learning experience. The activity prompts conversations between staff and children about

the different animals they have as family pet. Although, a writing area, equipped with stationery and writing implements is available, children are not frequently and independently encouraged to use it to write things down. Staff do not encourage children to understand that their writing can be read and understood by others. Outdoors, the children have two playhouses in separate areas and while one is used as a playhouse, the larger of the two may become a beach cafe or a shop. Children access a broad range of outdoor toys and equipment, all of which helps to promote their physical skills. They learn to throw and catch the ball, play with hoops and enjoy chalking on the wall and accessing sand and water play. Children are confident to try out new experiences. For example, staff engage children in a mathematical activity, which involve them identifying a shape and counting how many sides each shape has. Others enjoy settling down at the art and craft area where they use the coloured play dough. They roll it out, sprinkle it with flour, then find shape cutters are easier to use and make the dough more malleable rather than sticky.

Children access many toys that reflect the differing needs of others, and the staff also celebrate many of the seasonal and cultural festivals, as and when they occur. Photographs also highlights the range of fundraising events the setting participate in and staff explain to the children about why others need more help and support. This further develops their understanding of the world. Children have opportunities to participate in music and action rhymes, further encouraging their movement. A well-resourced outdoor play area encourages children to participate in a wide range of activities. Suitable clothing for wet play activities are provided by their parents. Children's outdoor learning is promoted as children plant strawberries and have carrots growing. They have also got some spring bulbs ready to plant, to bring some colour to the outside area. However, there are limited opportunities for children to develop number recognition and matching skills in this area.

Each key person is fully aware of the individual needs of their allocated children, including any known allergies or medical requirements, as all parents complete the 'All about me' document prior to care commencing. This identifies all needs and abilities, regarding their personal care and development. Staff have a clear understanding of how children develop their learning and make progress. Long term planning undertaken by the staff team covers both seasonal and cultural activities. Parents, carers and grandparents are invited to participate in planned activities. For example, they are invited to participate in cooking or gardening activities or read a story to a group of children. Individual planning for each child is undertaken by their key person. They are responsible for completing observations and linking them to the appropriate areas of learning. Development matters guidance is then used to plan the next steps in each child's learning. They ensure that the planning of future activities and experiences will provide realistic challenge for individual children.

An effective partnership with parents ensures that they are involved in their children's learning. They are appreciative of the weekly information given to them by staff. Each parent receives information about the different colours, shapes, letters and songs of the week.

**The contribution of the early years provision to the well-being of children**

Children are warmly welcomed into this setting by staff. They settle down quickly as a large group singing their 'hello song' to each other before going off to play with one or more of the many resources available. Snack times are an enjoyable social occasion where children and staff sit down to enjoy a selection of fruits and a drink. This, along with posters and books around the setting, make children aware of healthy eating. Staff help children to understand the benefits of fresh air and exercise. They access well-resourced outdoor play areas and water is accessible to them at all times. This develops children's independence as they have a drink at anytime. A wide selection of books are available for children in both pre-school and out-of-school sessions. The selection of books include some which the children have made and illustrated themselves. They proudly look through these and confidently say 'I made this one'. Access to technological resources, such as programmable toys and a computer for age-appropriate games ensure that children are developing skills in this area of their learning.

Children's behaviour is well managed and staff are good role models for the children. They speak courteously to them at all times and encourage them to help put toys out or away. They have separate behaviour rules and charts for each age group on display. The one for the before and after school club is written and agreed by them. Parents ensure that the required information regarding the health and well-being of their children is shared with staff.

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

The staff at the setting organise their sessions throughout the day and ensure that between each session there is time to change the resources, so they are purposeful and developmentally appropriate. The setting has a copy of all their policies and procedures in a file, available for parents. Staff are fully aware of their responsibilities to report any concerns they may have to the designated safeguarding officer or appropriate agency. This ensures that children are safe and protected. The manager of the setting carries out the formal risk assessment for the areas and equipment used. This document once completed, is signed and dated by the person carrying out those checks. This ensures that areas and resources are safe for children to access. Safety equipment is in place to minimise hazards and daily checks ensure that the premises are safe when the children arrive. An evacuation plan has been devised and fire drills are practised and recorded. This ensures that children become familiar with the procedures to follow in the event of a fire or any emergency.

The setting provides an inclusive environment where children can access resources and activities with no gender bias. The self-evaluation document, seen as part of the last inspection in September 2011, has been updated. The manager and staff have developed a good working partnership with parents and also with other settings, who may provide care for the children at sometime during the week. For example, children are taken to and collected from the adjacent primary school. Also the school let the pre-school use their hall for plays and events. Teaching staff also come into the pre-school to meet the children, who will be moving up into the school. This ensures that children's transition from pre-

school to school is both a positive and effective experience. The staff also transfer information between parents and school, as and when necessary. Children benefit as a successful working partnership between teaching, pre-school staff and parents is established.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY309982
<b>Local authority</b>	Wirral
<b>Inspection number</b>	883037
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	15 - 0
<b>Total number of places</b>	24
<b>Number of children on roll</b>	159
<b>Name of provider</b>	Joan Wilkinson and Janet Elizabeth Taylor
<b>Date of previous inspection</b>	20/09/2011
<b>Telephone number</b>	078 388 47914

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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