

# Green Meadows Pre-school

c/o Tidbury Green School, Dickens Heath Road, Shirley, Solihull, B90 1QW

<b>Inspection date</b>	15/10/2012
Previous inspection date	29/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The bright and welcoming spaces and wide ranging experiences and resources promote children's sense of belonging and support their learning and development.
- The well-established key person systems and calm, caring manner of all practitioners within the pre-school help children to form appropriate bonds and secure emotional attachments.
- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and demonstrate positive behaviour and self-confidence.

### It is not yet outstanding because

- The documentation relating to children's next steps and individual planning is not fully established. This is because, while practitioners' verbal knowledge of the children's learning is good, records the setting uses to confirm this information are not written in line with the changes in the Early Years Foundation Stage.
- The varied systems of self-evaluation used by the setting have not been recently collated. Therefore, although there are accurate assessments of the provision and significant improvements made as a result, their current priorities for improvement are not clearly evidenced.

## 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.

## Inspection activities

- The inspector observed activities throughout the setting and outside space.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.  
The inspector looked at documentation including children's profiles and records,
- most recent self-evaluation, training matrices and a selection of policies and procedures.
- The inspector also took into account the views of parents from written references.

## Inspector

Lucy Showell

## Full Report

### Information about the setting

Green Meadows Pre-school is a privately owned setting which opened in 1994. It operates from a contained space within Tidbury Green Primary School. They have a fully enclosed outdoor space and are able to use the school nursery garden at times throughout the day.

The pre-school is registered by Ofsted on the Early Years Register. There are currently 21 children on roll, some of whom are in receipt of early years funding. The pre-school opens on Monday, Wednesday, Thursday and Friday term time only and sessions are from 9am

to 12 noon with additional services until 3.15pm to wrap around the school nursery.

There are six member of staff who work directly with the children. Of these, five hold early years qualifications at level 3 and one at level 2. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

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

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

- develop more robust systems to clearly evidence next steps in children's learning, showing how this links to the individual planning within the activities provided
- consider how the self-evaluation processes can be collated and regularly updated to show the identified areas for improvement more clearly.

### **Inspection judgements**

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

The practitioners have good knowledge of the learning and development requirements within the Early Years Foundation Stage. They have valuable understanding of child development and identify possible activities to enhance children's learning. Regular observations, both planned and spontaneous, support the accurate assessments of children's progress. However, next steps for children's learning are not always consistently collated. As a result, while children make good progress, the planning does not fully reflect how well the activities are adapted to meet and extend individual development. Initial information about children's likes, dislikes and starting points is obtained from parents and valuable information about the day's events is given at the end of the session. There is an ongoing flow of information with practitioners sharing information about children's progress with parents or in encouraging them to bring information to the setting. As a result, parents are fully involved and helped to support children's learning, both at home and in the setting.

Children enjoy their experiences at the pre-school and are eager to engage with staff and peers. Staff make the most of the spaces available, both inside and out. The school nursery attached shares their large grassed area with the pre-school at allocated times and provides the children with extended space to run and jump. Children also benefit from the opportunities to explore the local area, such as the small wood where children can investigate and collect items to use in their displays inside. For example, a beautiful display of leaves and twigs is used as a point of discussion where children compare their

findings with the picture of the tree outside in different seasons. In the pre-school garden, children dig and plant and question practitioners about the roots, weeds and insects that they discover. They play with balls and bikes, negotiating around one another and sharing the space effectively. They roll out a tape measure to find out how big the bikes are, with practitioners providing support with number recognition.

Inside, children make the most of the role play area. Using their imaginations they act out real and imagined experiences. For example, they cook in the kitchen, feed the 'babies' and take them for a walk in the pushchairs or sit to have their hair done by the 'hairdresser'. The use of small world animals extends their creativity as they make the noises and mannerisms of different animals. They mould and squeeze play dough and use a range of tools to mark patterns or cut out different shapes. With practitioner support, there is good conversation about how it feels and what they have made. Children select from a variety of drawing and writing media to make their own pictures. They are happy and proud to show practitioners who use plenty of praise and encouragement to boost self-esteem. The practitioners support children who speak English as an additional language effectively. For example, they gather key words and phrases from parents, always ensure there are dictionaries to hand and record children's progress within an individual language book. Practitioners and parents are very pleased with the way that children are able to communicate well in both languages.

Children work well together building tracks for the trains or creating houses, cars and crowns with a range of construction bricks. As they build, they talk about which pieces go where and what they are going to look like when they have finished. They are engrossed as they sit watching and waiting their turn to go on the computer. Practitioners have sourced some excellent games, with children improving their skills to match and sort, mix colours and paint or selecting 'instruments' to make music. Practitioners support children's learning throughout. For example, they offer suggestions to extend learning, use skilful questions to make children think or provide them with space and time to steer their own learning. As a result, the good variety of activities provided support children's overall development across the seven areas of learning.

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

The key person system is very effective in supporting individual needs. The information key persons gain from parents about children's likes, dislikes and achievements form the starting points for children's learning. This enables practitioners to provide a well-resourced and stimulating provision. For example, the spaces are homely and child-friendly, with brightly coloured displays and posters providing a welcoming environment. Practitioners are warm and caring, which promotes children's confidence and sense of belonging. As a result, children form appropriate bonds and secure emotional attachments with practitioners.

Children appear very much at home in their surroundings and are showing a good awareness of their own safety. Through gentle reminders during play they sit nicely at tables or on carpets, handle the resources with care and attention and are mindful not to run around inside. This practice supports the pre-school's risk assessments and ensures

children are helping to manage their surroundings to ensure safety and minimise hazards. The staff are good role models and use consistent strategies and age and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage good manners and help children to take care of their environment by tidying up together when they have finished playing.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. Healthy snacks, such as fresh or dried fruit, are provided and children take pride in choosing when to go, serving themselves or pouring their own drinks. Some children stay for a longer session and bring packed lunches. They show good awareness of healthy eating as they choose the most nutritious items before any treats. These skills support children's next stage in their learning, preparing them for their transitions both within the pre-school and to other settings and school.

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

Practitioners have good understanding of their responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. They are becoming more aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. There are well-written policies and procedures in place to support the management of the pre-school, and practitioners' knowledge demonstrates a sound level of understanding of the safeguarding and welfare requirements. They have clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. There are clear recruitment and vetting systems in place to ensure all people working with the children are suitable to do so.

Regular staff meetings are held to discuss best practice and children's progress. They are also involved in an ongoing process of reflection and adapting practice where they feel necessary. The valued opinions of parents and other childcare professionals are sought through questionnaires and audit processes. These elements are considered, however, a recent full self-evaluation has not been completed. As a result, they are not fully focused on the priorities for improvement. There are clear systems to ensure staff understand and implement their roles and responsibilities well. There are effective systems for performance management. Practitioners identify suitable training, and attendance at early years events promotes their professional development.

Practitioners have a good understanding of how useful knowledge of individual children enables complementary and consistent practice. For example, they share information effectively with parents and other professionals providing care for the children and valuable transition documents are given to future providers or teachers. While there are no children currently attending who are in need of additional support, practitioners recognise how important it is to communicate well with other professionals to ensure all children's needs are met. The daily feedback shared with parents, including valuable information about the day's events, is given at the end of the session. This promotes the

setting's relationships with parents, who share positive comments which include: 'Very friendly and approachable staff' and 'It is a wonderful, positive and fun place'.

## 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>	250051
<b>Local authority</b>	Solihull

<b>Inspection number</b>	818367
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Anne-Marie Sidwell
<b>Date of previous inspection</b>	29/06/2010
<b>Telephone number</b>	(01564) 823407 or 07961 905576

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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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Piccadilly Gate  
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