

Little Greenfields Pre-School

Greenfields Church Hall, Greenfield Street, SHREWSBURY, SY1 2QD

Inspection date

Previous inspection date

14/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are very happy, interested and motivated to learn. They show high levels of independence and curiosity and develop strong relationships with the adults who care for them.
- Children have fun and make good progress in a well-organised pre-school environment and are well supported in all areas of their learning. They are very well settled and secure.
- Children have consistency and continuity as there are effective partnerships between the pre-school and parents and carers, who have a high degree of trust in the staff.
- The manager has developed effective systems to monitor the educational programme and the performance of staff. As a result, children are offered stimulating, interesting and challenging play opportunities.

It is not yet outstanding because

- There is an inconsistent approach to labelling and so children are given mixed messages about how to use some letters.

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 in both playrooms.
- The inspector held a meeting with the manager.
The inspector spoke to children and to members of the staff team about the
- progress of their key children and their understanding of the pre-school's policies and procedures.
The inspector looked at children's observation and assessment records, planning
- documentation, evidence of suitability of adults working with children in the setting and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

Little Greenfields Pre-School was registered in 2012 on the Early Years Register. It operates from rooms in a church hall in Greenfields, Shrewsbury, Shropshire. It serves the local area and is accessible to all children.

The pre-school employs four members of staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens on Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 9am until 11.30am and 12.30pm until 3pm. Children attend for a variety of sessions. There are currently 22 children on roll who are within the early years age group. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. 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:

- promote further children's recognition of the written word on displays and labelling by ensuring consistent use of letters.

Inspection judgements

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

Staff know children very well. They gather information from parents and carers about their children's needs, abilities and interests when they start at the pre-school, and observe children closely throughout the sessions. Staff use this knowledge, together with their good understanding of the revised Early Years Foundation Stage, to plan a range of stimulating and challenging experiences which promote children's learning in all areas. Parents and carers are encouraged to continue children's learning at home with information sheets about activities that children have been involved in at pre-school. Parents and carers contribute to the assessment and planning process through termly progress reports completed by their child's key person and also through the progress check at age two.

Staff interact very well with the children during the sessions and take many opportunities to ask children questions to extend their thinking and understanding. For example, children talk about the different ways they come to pre-school and how fast their hearts are beating after physical exercise. All children make good progress in their learning and development from their individual starting points. Where children are recognised as requiring additional support, adults work with parents and other professionals to make sure each child's individual needs are met. The staff speak with teachers at the local school and are aware of the skills that benefit children as they move on to school.

Children become highly involved in their play; they are motivated and very interested in the planned activities. Staff identify that some children are particularly interested in cars and, as a result, create a display of ways that children come to the pre-school. Toy cars and other vehicles, road mats and a garage are routinely provided. However, the lettering and labelling on the displays is not accurate or uniform and so does not give children a consistent approach to recognising letters. Children freely access books before registration time and at other times during the sessions. They sing rhymes and songs with obvious pleasure and enjoyment, joining in with actions and some Makaton signs. Children can freely access mark-making materials and draw with pleasure and confidence. Children's physical development is supported well and they move around the playrooms with good control and confidence. Frequent opportunities are taken to extend physical skills, with trips to a nearby park where children can be active and benefit from exercise in the fresh air. They handle tools skilfully, such as rollers and cutters when playing with play dough, and show good dexterity when threading beads and reels onto laces. Children form good friendships and enjoy activities in small and larger groups, as well as playing alone. They share willingly and take turns, for example, when playing with large soft play blocks.

Children develop a good understanding of mathematics through play activities and during daily routines. They count and match plates to the number of children sitting at a table at snack time. They count and sing number rhymes and play with large soft blocks using mathematical language, such as above, below and high, as they build towers. They recognise shape, colour and pattern as they confidently put together jigsaw puzzles. Toys, such as mini computers, telephones and car dashboards, help to develop children's awareness and understanding of technology. Children dance and sing with great pleasure and enthusiasm to music and engage in pretend play, which helps to develop their imaginations and creativity.

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

The key person system ensures that all children are supported well and develop confidence in the pre-school. Staff sensitively encourage less confident children to join in with the full range of activities. Children form secure attachments with their key person and, as a result, have a good level of well-being.

Children greatly enjoy dancing and singing games; they develop their large muscle skills as they swing their arms, jump and kick their legs. Staff talk to them about the changes to their body as they exercise and children identify that they are hot and that their hearts are beating quickly.

Children have many opportunities to make choices throughout the sessions. They benefit from the good range of toys and resources that are freely available to them. Staff regularly ask them what other activities they would like and these are incorporated into future plans. Children have healthy snacks and develop independence in their personal hygiene and self-help skills. They wash their hands before snack and lunch and are supported to be independent when opening drink cartons and food packets at lunchtime.

Staff are positive role models for the children. They treat them with care and respect, and

calmly and sensitively reinforce appropriate boundaries within the pre-school that ensure children are safe and well cared for. As a result, children are well behaved, care for themselves and each other and learn skills to keep themselves safe.

The pre-school has established links with the school that children move on to in order to support children in their transition to school. Children visit the reception class with their key person, and learning journeys and assessment materials are shared.

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

Children are safeguarded very well as all staff have undergone the necessary checks to make sure that they are suitable to work with children. The pre-school has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. Risk assessments are completed for the premises, resources and outings, which helps to monitor and ensure children's safety. Staff have secure knowledge of the Early Years Foundation Stage, which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include the next steps planned for them. Children's achievements are consistently tracked against the early learning goals to monitor their progress.

The manager of the pre-school sets high aspirations for quality and is actively working to develop this further. Priorities for improvement are identified through consultation with parents, children and staff. There is an effective recruitment procedure to ensure that all staff are suitable to work with children. Staff performance is monitored initially through an induction programme. This is followed through with an appraisal system, regular staff meetings and frequent informal discussions. This means that staff are able to frequently check on the progress that children are making. Staff feel well supported and their professional development is important. The manager is aware of the impact of supporting professional development and, as a result, training needs are discussed at meetings and arranged to positively influence staff performance.

Effective observation and assessment strategies mean that, where required, children's needs for extra support are identified and staff consistently work to meet the needs of the children. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Policies and procedures are thorough and support staff very well in providing a welcoming and stimulating environment for all children. Information regarding the pre-school's policies and procedures and activities offered is shared with parents in a variety of ways, including a welcome booklet, noticeboard and daily discussions. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promote continuity of care and learning. The pre-school has established good relationships with other professionals, such as a speech therapist, reception class teacher

and the local community support officers. As a result, children develop confidence and are well prepared for moving on.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY452336
Local authority	Shropshire

Inspection number	881134
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Little Greenfields Pre-School CIC
Date of previous inspection	Not applicable
Telephone number	01743358161

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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
Store St
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M1 2WD

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