

Greenhead Preschool & Rainbow Nursery

Greenhead C of E School, Greenhead, BRAMPTON, Cumbria, CA8 7HB

Inspection date

21/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in the pre-school. This is because staff are extremely knowledgeable about child development and how to promote learning through play. Opportunities are exciting, inspiring and stimulating. They consistently meet children's individual needs and interests.
- Children are extremely safe in an environment that is secure, well maintained and inviting. Staff know the children well and have an excellent knowledge and understanding about how to safeguard children in every aspect. Children are effectively taught how to keep themselves safe and manage risk.
- The partnership with parents and carers is extremely strong. Parents are always welcome and share their knowledge and experiences. This helps to broaden children's knowledge and understanding about the world.
- The drive for continuous improvement is outstanding. Managers are passionate and totally committed to providing the best for the children and families.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and talked with children as they played and interacted with each other and staff members.
- The inspector conducted a joint observation with a manager.
- The inspector discussed aspects of policy and practice with the managers and members of the committee.
- The inspector talked with parents and carers, and viewed completed questionnaires, taking all views into account.
- The inspector looked at a wide range of documentation including observations, assessments, planning, relevant policies and procedures, and health and safety documentation.

Inspector

Janice Caryl

Full Report

Information about the setting

Greenhead Preschool and Rainbow Nursery was first registered in 2004 and re-registered in 2013 on the Early Years Register. It is situated in the grounds of Greenhead First School, near Haltwhistle, and is managed by a voluntary committee limited company by guarantee. The pre-school serves the local area and is accessible to all children. It operates from a single-storey building and there is an enclosed area available for outdoor play.

The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already excellent induction and supervision procedures for relief staff. For example, provide more regular opportunities for them to view amendments to policies and procedures and keep up to date with any changes in policy, routines, children or resources. This will ensure the quality of staffing is maintained if there is an unforeseen absence.

Inspection judgements

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

Staff have an excellent knowledge and understanding of the seven areas of learning and how children learn through play. The pre-school environment is inspiring and entices children to explore and learn independently. Staff welcome children warmly, giving them time to choose and play freely when they enter the pre-school. This enables children to establish their thoughts and ideas for the day, as they explore and select their favourite activities. Children use their imagination as they happily create models. They share their achievements with other children and adults, gaining confidence in their abilities. Staff are highly skilled in promoting children's communication and language. They ask questions that lead children into thinking and responding. For example, they talk about recent events, the people that were there, and the prizes that were won. Staff make suggestions and promote children's thinking skills as they ask about how to clean the stick insects.

Children share their ideas and help with the process. Consequently, they learn through first-hand experiences what works and what does not. Children skilfully and confidently hold the stick insects with the adults' help. They learn early mathematical skills as they compare sizes. Children are taught about life cycles as they discuss how the stick insect develops from the tiny eggs that have been laid. They are excited as they anticipate the growth and development of tiny eggs belonging to the freshwater shrimp. Staff promote understanding of the world and new vocabulary as they explain to children that the shrimp is called a 'Triops'. Pictures and information on the wall complement the investigation display, enhancing children's learning.

Children's ideas and contributions within the pre-school are extremely well valued. They are given lots of time to think through problems and share ideas. For example, children help to create a 'clarty corner' outside. Staff discuss some of the issues of messy mud play and ask questions about how the mess can be contained, so that it doesn't spread and affect other children's play. Together, they arrive at a conclusion that means children still experience the valuable opportunities of exploring materials, such as soil, sand and water, without affecting others' play. Consequently, children learn that through discussion and sharing ideas, issues can be solved. They also gain a sense of well-being because their contributions are valued and respected, and feel involved in the planning of the environment.

Early literacy skills are supported exceedingly well by staff, who understand how children learn. A number of different methods are used to keep children motivated and interested. For example, children learn the shape of letters as they draw the first letter of their name in the air. The teaching of prepositions is excellent as children are asked where they want to put their name label on the board. For example, will it go at 'the top', 'the bottom' or 'underneath'. Children answer confidently, demonstrating their understanding. They actively contribute to stories and rhymes which are shared between themselves and adults. Children enjoy repeating phrases and excitedly anticipate the next story line. As a result, children develop a love of books and storytelling that broadens their knowledge and supports early literacy. Children are prepared exceptionally well for their next steps in learning, for example, school. This is because staff have an excellent understanding of the skills needed for when children enter the next phase in their learning.

The outdoor environment is equally exciting and stimulating and is planned to promote learning in all the areas. Children animatedly help prepare the environment by wiping the bikes and any other wet areas. As a result, they learn about how to organise and make areas safe and comfortable to play in. They also learn about the concepts of wet and dry, and cause and effect. Children's curiosity is ignited as they explore under wooden logs and tree branches. They discuss with adults the creatures they find. Staff question ways of investigating more closely. Children independently return to the playroom and collect magnifying glasses to help them with their discoveries. The 'clarty corner' is 'under construction' as children put on their wet playsuits and hard hats, getting the area ready for the others. It is used effectively by children who fill up the buckets and then watch the water as it runs over the sand and gravel. They develop a wide range of skills through this play, including emotional well-being as they explore using their senses. Children have great fun sliding sideways on the hexagonal wooden structure. Staff support them successfully as they manage this, sometimes independently and sometimes with added

support. Children laugh as they say, 'I'm walking like a crab.' This shows their emerging understanding of other animals like crustaceans. Children enjoy matching the numbered vehicles with the number in the parking bay. Occasionally, staff deliberately mix them up to help children develop their skills in number recognition. Children find this fun as they continue to develop their early mathematical skills.

Children make rapid progress in the pre-school. This is because staff have very high expectations of children. They know how to support them in reaching their highest possible potential. Information regarding children's needs, abilities, likes and dislikes is gathered from parents and carers before children start. As a result, key persons soon know their children, with highly effective planning meeting their individual needs and requirements. Information regarding children's progress is effectively shared early on, meaning progress is monitored efficiently in relation to their starting points. Staff work closely with parents and carers to ensure that any specific needs are monitored and met, so that appropriate interventions are sought as necessary. Consequently, any gaps in learning and development are successfully identified. Subsequent observations and assessments are consistently of a high quality. They are extremely focused and precise, and show clearly how well children are developing and what they need next. Therefore, children continue to make excellent progress because activities and opportunities are suitably challenging.

Parents and carers are fully engaged in sharing and contributing to their children's learning and development. They contribute to children's learning journals and share comments about home experiences. Activities that children enjoy and are keen to develop and practise are taken home and shared with parents. As a result, children learn through the continuity of shared learning. The pre-school values and respects the different skills that parents and carers bring. For example, parents regularly contribute to children's learning within the pre-school. They share stories, cooking and cultural celebrations, such as Hanukkah. As a result, children's experiences are widened from first-hand encounters from other adults.

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

Children are extremely confident and self-assured when they enter this warm and welcoming pre-school. They are securely attached to their key persons, demonstrating this as they work, play, seek cuddles and discuss issues with them. The key persons know their children exceptionally well and are sensitive to all their care and educational needs. This is because relationships with parents and carers are firmly established early on and information regarding children's needs is effectively shared. As a result, children thrive significantly in a trusting and respectful environment where they feel consistently safe and secure. The key persons have high aspirations for the children, supporting them in every aspect of their development. They grow exceptionally well in independence because they are given time and opportunities to practise their skills. Staff are positive role models who demonstrate new skills to children. For example, staff show children how far to fill their water bottles. As a result, children enter the setting and independently complete this task automatically, before going on to play. Children are competent at dressing and undressing, trying hard with more complex items of clothing, such as wet playsuits. They

gain more confidence as they develop additional skills, showing great pleasure at any new achievements. Staff are highly effective in supporting children to gain self-confidence and develop their social skills and communication skills. For example, children are encouraged to share and talk about the herbs from the garden to visitors. They find great pleasure in accomplishing this task.

The environment is extremely well resourced and enabling. Consequently, children explore, practise their skills and become confident, independent, active learners. Their actions show they feel completely safe as they gain a high level of understanding of risk and how to manage it. Staff explain clearly that the wood is wet and slippery as children practise their balancing. They are consequently challenged while they gain awareness of managing the risk more carefully. Staff consistently explain and give reasons to children. For example, children learn about the need to practise fire evacuation procedures. This helps them to understand and respond to the drills appropriately, which keeps them safe. Children have exceptional good manners as they say 'please' and 'thank you' unprompted. They are taught positive ways to manage their own feelings and behaviour and understand how others feel. Staff promote healthy eating to children at every opportunity through routine and planned activities. Consequently, they learn about healthy food options, helping them adopt healthy lifestyles in the future. Children demonstrate their emerging understanding of the need to exercise as they run around outside. Staff support their understanding further by asking them to feel their heart beat. Activities are planned which help reinforce the importance of the effect of exercise. For example, children take part in a trim trail which helps strengthen muscles and help with coordination, and do topics around the theme of 'our bodies'.

Children experience smooth and seamless transitions into the host school. This is because staff liaise closely with teaching staff and take part in activities, such as music and free play. Children gain experience of the school routine when they partake in school lunch. Consequently, they become comfortable and familiar with the routine and other adults within the school environment. Staff link closely with other settings and schools that children attend. Communication links are highly effective, meaning that children receive consistency in their care and learning.

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

The managers of the pre-school are wholly committed to ensuring children and families experience the highest quality learning experiences. Their knowledge and understanding of the Statutory framework for the Early Years Foundation Stage is excellent. Consequently, the educational programme is inspirational and meets all children's needs. Children progress is monitored exceptionally well by staff who are proficient in assessing children's development. As a result, children make excellent progress towards the early learning goals. The pre-school is extremely well organised and child-orientated. Planning is focused on children's needs and interests, while providing optimal challenge for children in order to help them progress. Children are given the opportunity to have a child-focused day consisting of no adult planning. The adults closely observe and support children when necessary and allow them to totally take the lead in their play. For example, children

discover the polystyrene shapes. During their exploration, they realise how light they are. Staff enhance their discovery play by adding straws. As a result, and through their own play and exploration, they develop and gain breath control through the skill of blowing. Overall assessments at the end of the academic year are analysed to identify how all children have progressed in their learning. Managers and leaders use this information to review the educational programme for the future. Consequently, children's experiences and staff practice continuously improve.

Safeguarding is outstanding. Managers and leaders have an excellent understanding of their responsibilities and this is reflected in policy and practice. All adults connected to the pre-school are suitably vetted and managers monitor closely the time scales for any reviews. As a result, children are helped to be kept safe from adults who may be unsuitable. All staff are trained in child protection and demonstrate particularly well the procedures to take should they have a concern over a child. Consequently, children are helped to be kept safe from harm and abuse. Policies and procedures are exceptionally well written. They are clear, comprehensive and link directly to the safeguarding and welfare requirements. These are shared with parents and carers to ensure policy and practice are understood and adhered to by everyone. Staff who do not regularly work at the pre-school sign to agree they have read and understood the policies. However, it is unclear how up to date they are on any amendments or updates that have been made. Therefore, there is scope to ensure they are wholly up to date with policies and procedures on a more regular basis. Children are kept safe further because the premises are kept clean, safe and well-organised. Robust risk assessments and daily checks ensure areas and equipment are safe. Managers also guide children to take responsibility for ensuring the areas in which they play are safe. This collective responsibility means children can play safely and confidently at all times.

High quality staff training is a high priority at the pre-school. Children benefit through staff who evaluate their training to ensure it has a positive impact on their practice. Annual appraisals, regular supervision and observation of practice ensure that children receive high-class teaching and learning opportunities. The drive for improvement is immense. Managers and leaders have a clear vision to make the pre-school an exceptional place for everyone. The well-defined, focused improvement plan states clearly what the strengths of the pre-school are. Future improvements and developments are identified and analysed to ensure they are realistic and implemented in a timely manner. Children are consistently consulted on how the pre-school can improve. For example, they are asked about the provision on a daily basis. They are also heavily involved in their own and each other's planning. Parents and carers contribute to self-evaluation through questionnaires, formal consultation meetings and daily contact. The pre-school managers listen and take advice from advisers at the local authority, working with them and their own improvement plan. As a result, all aspects of the pre-school are continually enhanced.

The relationship with parents, carers and other settings is excellent. As a result, children's needs are exceptionally well met because of the highly effective communication links. The pre-school are not involved with other agencies at present, but their knowledge and understanding is excellent. They demonstrate very clearly the agencies that they would refer to should they have any concerns about children's development. As a result, children are very well supported, with appropriate interventions sought as necessary.

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 action. 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	EY463041
Local authority	Northumberland
Inspection number	916809
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	9
Number of children on roll	7
Name of provider	Greenhead Preschool & Rainbow Nursery
Date of previous inspection	not applicable
Telephone number	01697 747720

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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, which are usually the childminder's 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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