

Greenfield Pre-School

Greenfield Primary School, Hill Street, STOURBRIDGE, West Midlands, DY8 1AL

Inspection date	02/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and enjoy learning because they settle quickly and follow a familiar routine. This helps children to form secure attachments with staff and develop a sense of belonging.
- The provision of good quality, interesting resources and enthusiastic staff, ensures that children are stimulated and motivated to engage in their surroundings; learning as they play.
- Recruitment and safeguarding procedures are clear. All staff work in partnership with other agencies to ensure that children are supported.
- Partnerships with parents and carers are strong because communication about children's needs is good. This provides consistency for children and supports emotional well-being.

It is not yet good because

- Performance management systems have not been established. As a result, staff do not have opportunity to receive coaching, training or confidential discussion that promotes the interests of children.
- There is scope to extend children's learning further by staff asking more open-ended questions that encourage children to think creatively and critically.

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 activities in all areas used by children.
- The inspector and manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed the setting's self-evaluation arrangements.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Greenfield Pre-School was re-registered in October 2013 on the Early Years Register. It operates from a room adjoined to the reception class at Greenfield Primary School, Stourbridge, West Midlands. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is an enclosed area available for outdoor play. The setting employs six members of staff. Five members of staff, including the manager, have qualifications at level 3 and one member of staff has a qualification at level 2. The setting opens Monday to Friday, 8.50am until 3.20pm, during school term times. Children are able to attend for a variety of sessions. There are currently 44 children attending, who are within the early years age range. The setting 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a system of performance management to support staff with their ongoing professional development by providing opportunities to reflect on practice, receive coaching and training, discuss individual children's needs or progress and promote opportunities to discuss sensitive or confidential issues.

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

- provide more opportunities for children to respond to open-ended questions that encourage them to think creatively and critically extend their learning further.

Inspection judgements

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

Children are happy, settled and make progress towards early learning goals during their time at the setting. This is because staff know children well and they prepare a wide range of activities that interest and motivate them to learn. Staff spend time preparing areas with toys and resources that children like to play with, for example, they set up a role play area like a travel agents. When children play in this area they say 'Who wants to go on holiday?' and 'plane tickets here'. This shows that children understand the purpose of the area, which is supporting them to understand the world around them. Children are well supported by adults, who remain close by and help to facilitate play by encouraging children to share and take turns. Children openly talk to staff about what they are doing

and ask them to 'come and play'. This shows that relationships between children and staff are good. Children clearly feel comfortable and confident while at the setting. Children show a keen interest in books and they readily ask staff to read stories to them in the cosy reading den. Staff are able to give children individual attention to read with them because there is always an adult nearby. They enjoy hearing and discussing stories, which supports their listening skills and helps to foster an interest in books that supports their ongoing learning. Educational programmes have depth and breadth across all areas of learning, which enables children to engage in a balanced range of experiences. The setting is well-organised and provides a safe and stimulating environment for children who attend. Staff discuss and plan activities that generally take into account children's individual needs and interests. They provide a varied programme that includes a mix of adult-led and child-initiated activities. As a result, children learn while they play, as they explore the many opportunities available to them.

Children's progress and achievements are monitored because the setting uses assessment documents that identify attainment or any gaps in progress. These include a learning journey book that contains observations, photographs and children's work. Staff ensure that they gather information from parents and carers about children prior to them starting. This means that they can record initial progress and set next steps targets. Staff monitor children's progress using recording sheets that enable them to track progress. The key person completes a summative statement document that provides a short written summary in all areas of learning and identifies next steps in development. Appropriate next steps are identified for most children and staff know children well. They provide them with appropriate levels of support which means that they make progress. The setting also works in partnership with outside agencies, taking account of any advice that has been given to support children where progress is not as expected. The key person system is well-embedded. Children, parents and carers are aware of who children's key person is. A 'Home Links' sheet is used to encourage parents and carers to share information about their child's learning at home. This enables staff, parents and carers to work together to support children consistently.

Teaching is good overall because staff are skilled at gaining and maintaining children's attention. For example, during story time staff are animated and interactive and the whole group gets the opportunity to join in. Children act out parts of the story and are encouraged to find props that encourage them to think imaginatively. For example, they gather items from around the room to create a boat to sit in, which mirrors the theme of the story. When characters from the book 'go exploring' children get 'out of the boat' and move around the room. This supports children's all-round development and readiness for school because they listen to the story, respond to instructions and use their imagination to engage in what is happening around them. Children also spend time in small key groups or on a one-to-one basis when teaching is more focused. Staff encourage all children to learn letter sounds, do counting activities and identify colours and shapes. They ask children 'how many?' or 'what sound does that make?' However, opportunities to extend children's learning further by asking more open-ended questions that encourage children to think more creatively and critically about their answers are sometimes missed. All children are learning basic sign language alongside of letters and sounds. Staff regularly use signing and picture prompts to support all children during the day. This also supports children with special educational needs and/or disabilities because it helps them

to understand about what is happening next. Likewise, this also supports children who speak English as an additional language. Consequently, the setting is inclusive because staff strive to include all children in activities at all times.

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

All children appear confident and contented in the setting and they clearly enjoy attending. They form secure attachments with staff, who are positive and attentive towards all children. As a result, children are developing a sense of belonging in this safe and welcoming environment. Likewise, the key person system is effective and staff build positive relationships with children, who settle in quickly. This process is strengthened because staff also build relationships with parents and carers, who all speak highly of staff and the setting. Staff ensure that they have all required information about children's health or care needs and as a result, their health and safety is promoted. Opportunities for staff to discuss and share children's sensitive or confidential information with the manager have not been established formally. However, parents and carers comment 'there is lots of communication between pre-school and home'. As a result, children receive consistency and continuity of care because on the whole staff, parents and carers discuss children's individual needs as required. They also share information about events or circumstance that are happening at home. For example, staff are aware when there has been a family bereavement and when a child approaches them to talk about it, they listen and respond sensitively. This supports the child to begin to make sense of and understand what is happening and their emotional well-being is ensured.

Children's behaviour is good because staff know them well. They talk to children at eye-level and use calm and encouraging language when reminding children to share and take turns. As a result, a small group of children continue to play a game when a member of staff is called away. They throw small bean bags at targets, taking turns and waiting because the member of staff explained the activity and established the rules and boundaries. Staff work closely with children ensuring that they are closely supervised in a range of activities that encourage them to be independent. Routines have been developed that promotes these opportunities, for example, children have a drink and snack from the 'snack bar' when they choose because it is available throughout the sessions. They wash their hands first and staff monitor this area sensitively without opportunities for independence being affected. This means that children are gaining key skills that will support them in the next stage of development when they move to school. The setting provides specific activities that begin to prepare children for this transition. These include creating a role play area that is set up like a school, dressing-up clothes that represent school uniforms and photographs of the schools that children will be attending. This helps them to begin to think about and understand what will happen when they move on to school, which supports them emotionally because they get time to prepare for this.

Children learn about a healthy lifestyle because they are provided with a balanced diet of healthy foods. Snack areas have displays with pictures that state 'stay healthy by eating fruit'. Children are also provided with a pot of fruit to eat at key group times. This means that eating healthy food is part of the daily routine. Children have regular access to play in

the outdoor environment, which provides opportunities for physical play and exercise. They also join in with music and movement sessions which they really enjoy. When playing outdoors children access a range of experiences, which include opportunities to manage risks for themselves. Children enjoy the challenge of climbing onto a ledge and then jumping off again. Staff minimise risks by carrying out risk assessments and talking to children about what they are doing. They do not stop children from climbing because they understand the benefit of children taking measured risks independently to support their ongoing development. Staff have attended the required first aid training that means that they can administer first aid and information about accidents or injuries are recorded and shared with parents and carers.

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

Overall, leadership and management are effective in ensuring that all children make progress in their development. Children are kept safe from harm and all children are happy and settled as a result. Safeguarding responsibilities are understood by staff and policies and procedures are clear. Lead members of staff with safeguarding responsibilities have been identified and have received the appropriate training to undertake this role. The setting has clear recruitment procedures that include obtaining an enhanced Disclosure and Barring Service check and verifying staffs' suitability to work with children. This is achieved by requesting references and viewing certificates of relevant qualifications. Induction procedures have been devised, which include ensuring that new staff are aware of all relevant information. The staff team work closely together and hold weekly staff meetings where they discuss matters arising. However, a performance management system has not been established. This means that staff do not formally discuss their ongoing professional development with the manager. In addition, opportunities to discuss individual children's needs or progress and to discuss sensitive or confidential issues are not in place. This is a breach in requirements and shows a weakness in leaders' and managers' knowledge of the Early Years Foundation Stage.

Most children are making steady progress in their learning and development at the setting. The setting has begun to monitor children's progress overall by transferring information from individual tracking sheets onto a central recording system. This provides useful information about children's progress and enables the manager to easily identify any gaps in children's learning. This means that children get the help that they need to ensure that they make expected progress. The setting works in partnerships with outside agencies that provide support to individual children and training for staff. All staff hold appropriate early years qualifications and regularly access additional training to support their practice. Consequently, the quality of teaching and the impact that this has on learning is good overall. Self-evaluation of the setting has been carried out and some priorities for future developments identified. Parents and carers views are taken into account to strengthen the self-evaluation process and comments received show that the setting is highly regarded.

Strong partnerships with the school that shares the same site means that the setting is

well-placed to support children with the transition into school. The setting accesses areas within the school that enhance opportunities for children. They also make links with other schools and teachers are invited to visit children prior to them going to school. Partnership work with other providers is also evident and the setting staff share appropriate information about children with childminders who also bring and collect some children. The setting regularly invites parents and carers to informal events, such as performances by children or to join in with celebrations or festivals. They are proactive in providing information to parents, for example, they recently held an information morning about autism in partnership with a local organisation. This shows a commitment to develop partnerships that ensure the setting is inclusive and supportive of all children and families that they work with.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469637
Local authority	Dudley
Inspection number	941199
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	44
Name of provider	Sylvia Joy Nixon
Date of previous inspection	not applicable
Telephone number	01384817111

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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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