

Greasbrough Rising 5's

Greasbrough School, Munsborough Rise, GREASBROUGH, S61 4RB

Inspection date	15/05/2014
Previous inspection date	23/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 know their children well. They plan engaging activities for all the children, assess their progress accurately and support their ongoing learning and development across the seven areas of learning.
- Staff have a good understanding of how children learn and develop, which ensures each child is fully supported in making good progress.
- Partnerships with parents and carers are well established through effective induction and frequent communication. Parents and carers are encouraged to be a part of their child's learning within the pre-school, which helps to promote children's learning at home.
- Strong leadership, good teamwork and effective self-evaluation ensures that staff are continuously strengthening and developing outcomes for children.

It is not yet outstanding because

- Children do not have continuous access to the excellent outdoor area, to provide an enhanced range of experiences for children.

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.

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 the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Eleanor Proctor

Full report

Information about the setting

Greasbrough Rising 5's is run by a voluntary management committee. It was registered in 2002 and operates from a room within Greasbrough Primary School in Rotherham. Children have access to a secure enclosed outdoor play area. The pre-school serves the local communities of Greasbrough, Wingfield, Munsborough and Rockingham. The pre-school is open Monday to Friday, from 9am to 11.30am and from 12.30pm to 3pm, term time only. A lunch club is also available. There are currently 33 children on roll who are within the early years age range. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are nine members of staff, including the manager, who work directly with the children. Of these, one holds an early years qualification at level 6, seven staff hold early years qualifications at level 3 and one member of staff is unqualified. The pre-school is a member of the Pre-School Learning Alliance and receives support from 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:

- make better use of the outdoor area to allow children to move freely between learning activities and have maximum benefit of an enhanced range of experiences.

Inspection judgements

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

The quality of teaching is generally good with some outstanding features. Staff skilfully question children and engage with them in their learning through play. Children have access to a wide range of adult-led and child-initiated activities. For example, children have the opportunity to paint a picture on the painting easel, build a tower with the wooden blocks, use natural resources or develop their role-play skills in the home area. Children learn about the natural world and spring time as they plant seeds and watch them grow, enhancing their understanding of how things grow and develop over time. Staff read a popular story about a boy and a beanstalk to the children and encourage them to make the links between the beanstalk and their broad beans they have planted. Children are extremely well supported to make good progress in their learning experiences throughout the session. For example, children enjoy a stimulating story session, which is very well led by an animated and enthusiastic member of staff. The staff member engages children by speaking, using varying tones of voice for different characters, which captures children's imagination. As a result, children show high levels of engagement, as they enjoy the differentiated aspects of the activity. Staff demonstrate exceptional expertise in developing children's communication and language skills. They make up songs and rhymes about their actions as they play. This enables children to learn new words rapidly and begin to use them in communicating. Staff model building sentences by repeating what

children say and adding additional words. For example, when children say 'ball', staff say 'it's a red ball'. This helps children to gain the skills required for school, when the time comes.

The pre-school has an effective key person system in place to ensure every child has learning opportunities tailored to their learning and development needs and their individual interests. Staff have a good knowledge and understanding of how children learn and develop, resulting in staff making accurate assessments of where children are in their learning. Staff use these assessments to create challenging and stimulating next steps, which are targeted to individualised learning. Staff track children's progress and evidence clearly shows that children are making progress across the seven areas, with some children making rapid progress in some areas. Staff have strong partnerships with parents who contribute to initial assessments, to identify children's likes, dislikes and share information about home learning ideas. The pre-school is involved in the 'Every Child a Talker' programme and staff regularly engage children in sounding out letter sounds. Staff teach children using the 'Letters and Sounds' document, so all children are given support to extend their communication skills, by experienced staff.

Children are confident learners in their environment and are keen to enter the pre-school. Children and their parents enter the pre-school and complete self-registration. Children find their name card and post it into the post box. This encourages children to recognise their name and work together with their parents. Children have high levels of knowledge around mathematics, due to staff making this a priority. For example, children have access to a number washing line, number books and a light table with reflective numbers to count, and numbers in the sand to dig. This all encourages children to use mathematics in all areas of their learning. For example, children play 'follow my leader' and 'tag' in the playground; as they play children recite numbers aloud counting one to 10. Staff encourage children to count aloud at group time, adding and taking away items, to identify how many will be left ensuring children are confident using mathematical skills in their play.

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

Effective key person systems ensure children are happy and secure and this helps to support children's emotional development. As a result, children are confident learners who have good relationships with all staff and the other children. Children behave well and respond positively to instructions from staff, such as during tidy-up time, when children enjoy helping each other. Overall, staff plan very well for group time activities, providing children with various opportunities to extend their learning and to develop self-esteem and confidence.

Children are encouraged to wash their hands before snack time, lunch club and after messy activities. Staff demonstrate to children how to correctly wash between their fingers and ensure their hands are clean. Staff make hand washing fun and explain to children why it is important to wash away the germs. Children enjoy snack time as they develop their independence skills, by accessing their own drinking cup and pouring their own water. Children are encouraged to live a healthy lifestyle by eating healthy foods and

having regular physical exercise. The pre-school has just participated in a 'Healthy Living Award' scheme, which helps to promote staff knowledge about how to develop healthy eating habits for the children. All children demonstrate good awareness of keeping themselves and others safe when playing in the indoor environment. For example, they walk sensibly around the room and pick up resources off the floor ensuring others do not trip and fall. Children behave very well in the pre-school. This is because there are agreed procedures in place outlining how to respond to changes in children's behaviour; this is shared with parents to maintain a joint approach. Staff praise children's positive behaviour and give gentle reminders of rules throughout the day. This helps children to develop awareness of the boundaries set and of behavioural expectations in the pre-school.

Children have access to fresh air and physical exercise as they play outside in the playground. The outdoor learning environment has recently been improved to provide engaging and rich learning opportunities for children. However, children are unable to freely access this area to gain maximum benefit from a range of enhanced experiences. They show excitement as staff help them to dig up the mud to search for insects and worms. This helps children to develop their understanding of the natural world in which they live. Staff support this well, skilfully challenging children's thinking by asking questions. For example, when a child shouts out that they have found an ant in the mud. Staff skilfully use this opportunity to extend children's thinking and understanding about where ants live and what they look like.

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

Staff and managers fully understand their role in safeguarding children and know what to do, to keep children safe. Staff are aware of the safeguarding policy and procedure for the pre-school and know the procedure for reporting any concerns, including what to do if they have concerns about a member of staff. Staff demonstrate a strong understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed safeguarding training along with first aid training. Staff have effective systems in place for measuring risks in the pre-school, such as risk assessments of the play equipment inside and in the playground, and a checklist, which is updated regularly and discussed at team meetings. Staff monitor who enters and leaves the pre-school. They have a visitors' book and keep records of any accidents, incidents, attendance registers and medication forms. This ensures all children are kept safe at the pre-school. Staff are suitably qualified and all staff and managers have checks to ensure they are suitable to work with children. The pre-school has robust policies and procedures which they share with parents to promote children's health and well-being. Ratios of staff to children are adhered to at all times.

Leadership and management is strong within the pre-school because leaders use effective systems to promote good practice. For example, managers complete observations of staff interacting with children, in order to identify each staff member's strengths and weaknesses in teaching. This results in staff having a clear action plan for improvement to build on their existing skills. Managers attend weekly team meetings to assess what key persons are planning for each individual child. This ensures educational programmes are

good and meet the needs of each individual child.

Staff have very strong partnerships with parents, which ensures they have many opportunities to be involved in their child's learning. Parents receive regular updates regarding their child's progress through the pre-school's parent books. For example, the weekend book which documents what they have done over the weekend with their child. This enables staff to extend the child's individual learning based upon their experiences over the weekend with their family. Children use a mark-making book to show the progress they are making with their early writing skills and staff provide weekly slips which provide parents with a summary of what their child has been learning throughout the week. Parents are also invited to a parents' evening where they discuss their child's progress with the child's key person. Parents comment that they are very happy with the care their child receives at the pre-school. They feel that their children settle quickly and find the staff are caring, warm and offer advice and help when it is needed. Partnerships with external agencies are well developed, for example, the pre-school receives guidance and support from the local authority adviser, who supports the pre-school with action plans for improvement, resulting in ongoing assessment and development of practice. These successful partnerships and good levels of teaching and learning ensure children are well prepared for their transition to school because staff greatly value the partnership they have built up with local agencies and professionals, such as the school's reception class. They make good use of any information provided to help promote children's development, welfare and well-being. Children benefit from sensitive and skilled staff who help them prepare for and look forward to, the next stage in their lives.

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	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	EY239953
Local authority	Rotherham
Inspection number	872560
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	38
Name of provider	Greasborough Rising 5s Committee
Date of previous inspection	23/11/2010
Telephone number	01709 560129

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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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