

Greenmount Community Pre-School

Greenmount Community Primary School, St Vincents Road, Ryde, Isle of Wight, PO33 3PT

Inspection date	08/05/2014
Previous inspection date	19/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- Staff support children with special educational needs and/or disabilities well and sound interagency partnerships ensure they meet children's individual welfare needs successfully.
- The safeguarding procedures are robust and effective to promote the welfare of all children.
- Staff promote children's communication and language skills successfully.

It is not yet good because

- Staff do not consistently use the children's identified next steps to plan purposeful activities to ensure they meet the children's individual learning needs.
- Management do not effectively monitor staff performance to ensure children's progress is tracked and reviewed effectively.
- Staff do not provide regular learning opportunities in the pre-school's garden to ensure children experience outdoor activities and to cover all areas of learning regularly.
- Staff do not always encourage children to keep themselves safe by teaching them to respect their learning environment and the resources.

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 a range of activities.
- The inspector spent time talking with the pre-school supervisor, the school's deputy head teacher, a school governor, staff, parents and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.
- The inspector discussed conducting a joint observation with the supervisor.

Inspector

Lisa Cupples

Full report

Information about the setting

Greenmount Community Pre-school registered in 2010 and is managed by the governing Body of Greenmount Community School. It moved with the school to new premises in 2011 and now operates from a building in the grounds of the school in Ryde on the Isle of Wight. All children have access to the enclosed outside play areas.

The pre-school is registered on the Early Years Register. The pre-school is open each weekday from 9am to 3pm during school term time only. Children attend from the local area and for a variety of sessions. There are currently 53 children in the early years age group on roll. The pre-school currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

A total of 11 members of staff work with the children and this is both on a full- and part-time basis. Of those, seven staff hold qualifications ranging from level 2 to degree level. In addition, two staff are working towards a qualification.

What the setting needs to do to improve further

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

- improve the curriculum planning to ensure all staff use the children's next learning steps to provide purposeful activities and learning opportunities to reflect children's individual needs
- improve the supervision of staff's performance to ensure children's records are up to date and staff effectively review and monitor the children's progress
- improve children's experiences by ensuring staff incorporate all areas of learning in the outside environment and all children have regular, daily access to the pre-school outside area

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

- support children to respect their learning environment and take responsibility for the resources, playrooms and their own safety.

Inspection judgements

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

All staff have a clear understanding of the Early Years Foundation Stage. They spend time observing what the children can do to identify their next learning steps. However, staff do not use the information gathered to effectively plan a curriculum to reflect the children's individual needs. Consequently, children are making satisfactory progress, through incidental rather than planned and focused activities. The children's key people gather information about their starting points from parents before the children attend. This enables staff to begin to recognise children's interests and help them to settle on arrival.

Staff demonstrate sound teaching skills and they sit with the children at their level, engaging them in conversation. Children recall past events and share personal experiences, such as talking about what they did at the weekend. Staff are interested in what the children say and respond well, extending their vocabulary at every opportunity. Staff promote children's communication and language skills effectively, by using targeted strategies such as Language Enrichment Groups as part of the Every Child a Talker programme. As a result, more children across the pre-school are now at the expected levels in this area of learning than before the pre-school started the programme. Staff ensure the learning environment is rich with text and numerals. As a result, children count at every opportunity and recognise numerals during activities, such as recognising numbers in books and counting candles on the playdough birthday cakes. Staff ensure mark-making materials are available throughout the day. This enables children to make marks for a variety of purposes as they practise their early writing skills in different situations.

Children are developing an understanding of the world around them. They celebrate a range of international festivals and enjoy creating artwork and listening to stories. Children enjoy visitors from the local community, such as a visiting ambulance. This promotes the children's awareness of people who help them and further develops their interest in the local community. Staff set up the technology area daily and children use a range of everyday technology, such as choosing and using computer programmes and programmable toys. Staff organise the home corner well to attract the children's attention. As a result, this area is used frequently and children are able to express themselves freely as they act out personal experiences. For example, children go shopping 'like mummy', ride hobby horses and dress up in different costumes. The pre-school has a designated outside play area with a range of equipment and resources. However, staff do not set up the outdoor area or plan outdoor activities routinely in wet weather, even though children have the use of wet-weather clothing. As a result, children's outdoor learning experiences are limited because they only access the school playground for 30 minutes each morning.

The pre-school has established good procedures to support children during their move to school. Children are introduced to their new teachers and visit the local school regularly. The pre-school is run by the school, so the reception staff and deputy head teacher are fully involved in the pre-school. Staff meet with local reception class staff and, with parental consent, they share key information to ensure the children's move to school goes

smoothly. Consequently, all children gain the skills they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the pre-school. The staff team spend time getting to know the children well. Consequently, children's individual welfare needs are being met. Children chat openly with staff and visitors as they share their ideas. This demonstrates that children feel safe and secure and are relaxed in their pre-school environment. Staff gather a wealth of information from parents about their children's individual needs before they attend, as they are settling in and as an ongoing part of communication and building positive and trusting relationships. As a result, staff meet children's individual health, dietary and cultural requirements and preferences.

The pre-school staff provide a healthy snack consisting of fresh fruit or vegetables and a form of carbohydrate to maintain the children's sugar levels throughout the sessions. Snack time is a social event and children decide when they would like to eat. They chat with each other and staff about the types of food that are good for them. Children have opportunities to practise their physical skills and they learn about the importance of regular exercise. All children learn about the importance of keeping themselves safe through daily discussions and routines. Children often remind others of the safety rules, such as not running inside the building and holding scissors safely. However, staff do not always encourage children to think about their own safety, such as by picking up toys and resources that have fallen on the floor. Consequently, children stand on books and puzzles and climb on chairs. This means children are not learning to respect the resources or their learning environment during their time at the pre-school. All children and staff practise regular fire drills. Some older children are able to describe exactly what happens during a drill, demonstrating a clear understanding of how to evacuate the building safely in an emergency.

Overall, children behave well because some staff implement the rules and boundaries consistently. Staff actively recognise the children's efforts and achievements and take time to praise and encourage children, building their confidence effectively. Children are beginning to show consideration for each other during activities. For example, children move their chairs over so other children can join in, they work together to achieve specific tasks and ask if others are all right.

All children benefit from the open communication and two-way flow of information between the pre-school staff and their parents. Parents are able to speak with staff at any time and they know who their children's key people are. They have access to their children's records on request and are able to make written contributions about their children's learning. The parents spoken to during the inspection were very pleased with the progress their children are making at the pre-school.

The effectiveness of the leadership and management of the early years

provision

The pre-school's procedures for safeguarding are comprehensive and effective. All staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care. The supervisor displays the Local Safeguarding Children Board contact details and procedures for staff, parents' and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are aware of the pre-school's child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for them to read at any time. All children benefit from a safe and secure play and learning environment because staff carry out full written risk assessments covering all areas the children come into contact with. The supervisor and the school governors implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the pre-school are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival.

Since the last inspection, Ofsted has received concerns relating to safeguarding practice, safeguarding policies and behaviour management. The provider failed to notify Ofsted within 14 days and this is an offence. Ofsted carried out an unannounced investigation and sent the provider a notice to improve to ensure that the systems in place to ensure practitioners are suitable and effective, with particular regard to the taking up and checking of references. The provider has reviewed the behaviour management and safeguarding policies, improved induction, recruitment and supervision procedures. The provider remains registered with Ofsted.

The provider has made sound progress since the last inspection. Staff have improved the quality of information gathered from parents when their children first attend. This means staff know the children's starting points in relation to their learning and development. The setting was asked to further develop the outdoor play area. However, this area of the pre-school still needs to be improved for the benefit of the children, to ensure they gain the most from outdoor learning experiences.

The supervisor and staff implement self-evaluation procedures to identify priorities for further development to raise standards in the pre-school. As a result, staff have improved the layout of the rooms to ensure children have access to more floor space for imaginative play and learning. All staff, parents and children are involved in the evaluation of the pre-school through discussion, surveys and questionnaires. This means that the views of all users are valued to further drive improvement.

Performance management systems are being set up, but are not fully developed. As a result, staff supervision and the monitoring of staff performance are not robust. Consequently, some of the children's progress records are not up to date and some staff are not effectively monitoring the children's progress. The supervisor is beginning to complete quality assurance checks, but has not acted on the findings to drive improvement at this time. All staff complete regular training to ensure their personal skills and professional development continue to grow. As a result, staff are keen to improve the outcomes for all children who attend.

The pre-school has sound links with a wide variety of external agencies to meet all children's individual welfare needs in the best possible way. Well-established and rigorous systems are in place to identify and support children with special educational needs and/or disabilities as soon as possible. The special needs coordinator is knowledgeable and works very closely in partnership with the parents to address any concerns to support children's specific needs. She implements individual strategies agreed with parents to ensure a consistent approach both at home and in the pre-school for the children.

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	EY433356
Local authority	Isle of Wight
Inspection number	969102
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	53
Name of provider	Greenmount CP School Governing Body
Date of previous inspection	19/03/2012
Telephone number	01983 613189

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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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