

Greenhills Pre-school

Marlborough Primary School, Tytherington Drive, MACCLESFIELD, Cheshire, SK10 2HJ

Inspection date

09/07/2014

Previous inspection date

19/04/2012

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

- Teaching is consistently very good. Practitioners know the children well. They are skilful in presenting activities in ways that encourage and challenge all children. Good partnerships with parents ensure that children's learning is continued at home.
- Children demonstrate self-control as they play and learn together. This is because everyday routines are well established and high expectations for behaviour are effectively communicated.
- There is a strong focus on mathematics. Children have frequent opportunities to count, calculate and recognise numbers and shapes during activities and daily routines.
- Leadership and management are good. The board of trustees provides challenge and support to the manager. The manager sets high standards and acts as an effective role model for the team.
- Children are safe. They are provided with clear boundaries, and potential risks are well managed. Practitioners know the procedure they must follow if they are concerned about a child in their care.

It is not yet outstanding because

- Information provided to parents and other settings children move on to does not allow them to easily make comparisons between children's achievements and those typically expected for children of the same age.

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 compulsory part 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 playroom and the outside environment.
- The inspector met with the manager and the chair of the board of trustees.
- The inspector looked at assessment, planning and observation documents.
- The inspector checked evidence of the suitability and qualifications of trustees and all practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Susan King

Full report

Information about the setting

Greenhills Pre-school opened in 1982 and was re-registered in 2010. It is on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is a charitable trust run by a board of trustees. It operates from one main room in a purpose-built mobile building within the grounds of Marlborough Primary School, Macclesfield. There is an enclosed outdoor play area and children can also use the school grounds, with supervision. The pre-school is open each weekday and offers two sessions a day. The first runs from 8.30am to 11.30am and the second from 12.30pm to 3.30pm, during term time only. A lunch club runs on Monday, Wednesday and Friday between the hours of 11.30am and 12.30pm. Children attend for a variety of sessions. There are currently 46 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification. The supervisor and her deputy are qualified teachers. 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:

- provide parents and other settings that children move on to with the information they need to easily compare each child's individual progress and achievements with those typically expected for children of the same age.

Inspection judgements

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

Teaching is consistently very good. Sessions are well organised and well paced to include a rich mix of adult-led and child-initiated activity. As a result, children have time to develop their own ideas and thinking, complemented by the direct teaching of skills and knowledge. For example, when the group goes outdoors, children have opportunities to create their own games using the equipment provided. Later, they are in adult-led groups and every child takes turns at throwing and catching a ball, scoring goals and aiming balls into the basketball net. Practitioners model and teach ball skills in a way that meets the learning needs of every child. Practitioners motivate and guide the children so that they have fun and feel a sense of achievement that encourages them to keep on trying. At all times, practitioners skilfully weave in new vocabulary and the language of mathematics. For example, children forming a circle 'take five more steps backwards' to make the circle big enough for the game. They learn the words for underarm and overarm throwing when they throw and catch the ball. Practitioners make links to aspects of the children's familiar

world. For example, they link their goal scoring to the score in the football World Cup semi-final.

Practitioners have thorough knowledge of the areas of learning. As a result, everyday routines and a broad range of activities are used effectively to provide teaching and learning opportunities. For example, at snack time children use the alphabet display to decide who will get their drink next, by linking the letters to the initial sounds in their names. This supports them to learn to recognise the initial sounds in familiar words. There is a strong focus on mathematics and children have frequent and interesting opportunities to count, calculate and recognise numbers. Children who speak English as an additional language are supported through the use of visual prompts. As a result, they learn English rapidly. Practitioners record observations of children's progress and development and know the children well. The observations effectively inform the children's individual learning experiences at the pre-school, and therefore children make good progress in their learning. However, the observations are not linked routinely to examples of typical development for their age when achievement is reported to parents, or to their next setting. As a consequence, parents and other settings are not easily able to compare individual children's progress with that typically expected for children of the same age.

Partnerships with other professionals are effective. This ensures that children with special educational needs and/or disabilities make good progress relative to their starting points. Children's learning is continued at home because there is effective partnership between the pre-school and parents. For example, children borrow story bags to share with parents at home. Parents provide information about the children's interests and preferences to inform their smooth induction to the pre-school. The pre-school programme ensures that children acquire the skills and knowledge to support their move to school. For example, when they arrive at pre-school they find their name card to self-register. Children listen and are ready to learn.

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

Relationships in this pre-school are very good. As a result, children arrive happily and are ready to play and learn. Expectations for children's behaviour are unwaveringly high. Behaviour management is supported by consistent routines and boundaries, so children always know what is expected of them. Practitioners challenge and praise children's learning throughout the session and this motivates them to concentrate and carry on trying. Good organisation ensures that all children are included and receive a fair share of practitioners' time and attention. As a consequence, children demonstrate self-control as they play and learn in this calm and purposeful environment.

Resources are well chosen and are used effectively throughout the session. Practitioners know what they intend to teach and often use found materials, or design and make suitable resources. For example, practitioners make small windows attached to ribbons, so that when children walk in the woods they use their window to frame and focus on specific views or items. This skilfully supports rich conversation and learning. Risk is well managed. For example, during the exciting leavers' trip to a museum there is suitable grouping of children, and practitioners are clear about their role and the timetable for the

day. Children are well supported to learn about keeping themselves and other safe. They practise the evacuation drill and are well supported to use equipment, such as scissors, safely. Children know that they should wash their hands before eating and why this is important. They are provided with food and drink that is healthy, and this supports them to make healthy choices in their diet as they grow. Children have frequent opportunities to exercise and be outdoors during the pre-school session.

Children become confident and independent. For example, as they prepare to move to school they learn to enter the pre-school building by themselves. They put their home-link folder in the box, find their name for self-registration and sit talking quietly until everyone arrives. Children are emotionally well prepared for school because of the close partnership between the school, parents and the pre-school. For example, children talk about their school buddies who they have lunch with in the school canteen as part of getting ready to go to school.

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

Leadership provided by the manager and the board of trustees is good. Positive relationships and trust are evident as the team works together to ensure that the children play safely and learn during the session. All practitioners have a good understanding of safeguarding procedures. They know what they should do in the event of concerns about the safety of a child, or if they are concerned about the behaviour of a colleague. This is because safeguarding training is given suitable priority during team meetings and training. Recruitment practice is robust. The interview process includes an opportunity for candidates to work alongside the team. Successful candidates provide references and have their suitability checked via the Disclosure and Barring Service before their appointment is confirmed.

The manager or her deputy lead and participate in every pre-school session. This means that the effectively monitor the quality of the educational programmes. As a result, the planned activities are always purposeful and well matched to each child's age and stage of development. Practitioners receive ongoing coaching and supervision. As a consequence, new and less-confident practitioners are able to reflect on and improve their practice in a supportive environment. When practitioners attend training, they provide feedback to the team that informs change and improvement. Self-evaluation is effective in driving forward and developing what the pre-school offers. The manager has clear vision. This is demonstrated in her account of how the new all-weather canopy and extended outdoor space are intended to enhance the learning opportunities for the children. The board of trustees supports and challenges the manager in order to maintain and develop the high standard of provision. All recommendations set out in the previous inspection report have been appropriately addressed.

Partnerships with parents are effective. Children's learning at home is supported by interesting resources and informative newsletters. Where children are learning English as an additional language, the pre-school ensures that they work with parents to inform the child's pre-school programme. As a result, children make rapid progress as they learn to

speak English. When children have special educational needs and/or disabilities, the pre-school works in partnership with other professionals so that children make good progress. Children are ready for school. They become familiar with the school building and get to know their 'buddy'. They acquire the skills and knowledge they need to begin the next phase of their education. However, the information provided to school and parents about children's progress and development does enable them to easily make comparisons between individual children's progress and that typical of children of the same age.

The Childcare Register

The requirements for the compulsory 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	EY410017
Local authority	Cheshire East
Inspection number	874238
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	46
Name of provider	Greenhills Pre-school
Date of previous inspection	19/04/2012
Telephone number	01625503980

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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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