

Greenacre Pre-School

Rawdon Littlemoor Primary School, New Road Side, Rawdon, Leeds, West Yorkshire, LS19 6DD

Inspection date	17/11/2014
Previous inspection date	15/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		1
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

- The pre-school builds positive relationships with parents and works with them to support children's ongoing learning and development.
- There is an exceptional key-person system in place, which makes sure the highest focus is given to securing children's emotional well-being. As a result, children receive all the support they need to settle into the pre-school and make seamless transitions when they go on to school.
- The manager has high aspirations and works tirelessly, supported by the committee, to raise standards of care and learning for all children. Consequently, staff are highly motivated and work as a team to deliver high-quality experiences for all children.
- The manager ensures that safeguarding is given a high priority. Systems for the safe recruitment of staff and monitoring of their ongoing suitability are rigorous. Good strategies are in place to teach children how to keep themselves safe.

It is not yet outstanding because

- Children are not always provided with opportunities to enhance their already good critical thinking through the use of more questions that challenge them to think to support and promote learning.
- The manager has not yet fully maximised the systems for performance management, to further improve the already good quality of teaching to an outstanding level, in order to raise children's attainment to the highest level.

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 the indoor and outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff throughout the inspection when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working with children, the pre-school's self-evaluation form and improvement plan.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Amanda Forrest

Full report

Information about the setting

Greenacre Pre-School is run by a committee and operates from a purpose-built building in the grounds of Rawdon Littlemoor Primary School in the Rawdon area of Leeds. It was re-registered in 2005, and is on the Early Years Register. The pre-school operates Monday to Friday from 9am to 3.30pm, during term-time only. There are currently 43 children aged from three years to under five years on roll. Children come from a wide catchment area. The pre-school employs eight staff. Of these, all, including the manager, hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance children's critical thinking, for example, by asking more questions that challenge them to think about their answers to support and promote children's learning even further, and allowing them time and space to work out problems and challenges
- build on the existing systems of performance management, for example, by fully embedding opportunities for staff to observe and discuss each other's practice and ensuring that targets raised for staff are sharply focused leading to an astute programme of professional development to further improve staffs' already good teaching skills, so that children make progress to the highest level.

Inspection judgements

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

The quality of teaching in the pre-school is good and some elements, particularly provided by experienced staff members, who understand how to extend children's thinking, are outstanding. This is because staff know how to engage with the children and foster high levels of motivation and challenge through their enthusiasm. Staff have a good knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage. They use this knowledge effectively to provide children with an exciting and stimulating environment, which children access independently. Effective systems to monitor children's learning and development are in place, staff carry out regular observations of the children as they engage in adult-led and child-initiated activities. Information is sought from parents about their children on entry and used to plan activities of interest. An All about me form is used and parents are regularly asked to inform staff about changes so they are kept up to date. Children's records are detailed and staff ensure that observations are linked to the areas of learning and clearly identify

children's next steps in their development. The management team are effective role models and they continually model good practice and support the team in providing good quality, consistent learning opportunities for all the children.

Children thoroughly enjoy opportunities to initiate their own play and follow their interests and do this with confidence and enthusiasm. They enjoy making up their own games during role play and by dressing up, such as pretending to go on holiday and building towers in the outdoors. As a result, children are engaged and active learners. Children are confident in their explorations and they show great delight during creative activities, where they use their senses to explore new textures. For example, children explore coloured dough and happily make cupcakes for their friends. Children have daily opportunities for fresh air and exercise in the attractive outdoor area and have first-hand experiences of the weather and seasons. Children like to spend time in the garden. For example, children can be involved in creating obstacle courses, planting and growing activities, painting and using the climbing equipment. Staff further develop children's physical skills both indoors and outside. For example, they encourage them to practise their walking, jumping and hopping skills, as they move backwards and forwards and access ride-on toys. Children's understanding of the world is well supported as they learn about a wider society and a range of festivals and celebrations throughout the year. For example, children have been learning about Diwali, the festival of light and considered the similarities of the fireworks and experiences linked to Bonfire night.

Children's literacy skills are fostered effectively, they listen intently to stories and independently look at books in a 'cosy book' area of the pre-school. Children enjoy a print-rich environment where resources and displays are labelled with pictures and print. Children make very good progress in their communication, language and literacy skills, enabling them to become confident communicators. Staff model language well, speaking clearly and repeating words to support children in their language development. Children enjoy making marks using a range of media, such as sand, paint and chalks to develop their early writing skills. Children play with a wide range of construction equipment and train tracks, they build and discuss colour. However, on occasions, opportunities are missed to further enhance children's learning to the optimum level, to enable all children to consistently progress towards excellence. For example, while children build and create their own buildings opportunities to engage all children in open-ended discussions, which support their mathematical development, are not consistently exploited to encourage them to think critically. Overall, children gain necessary skills ready for the move to school, as a result of the staff team's good teaching.

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

There is an excellent key-person system in place, which makes sure children's emotional well-being is exceptionally well supported. Key persons are effective in working in partnership with parents in identifying children's individual. This makes sure that all children are familiar enough with their new environment and prepared to separate from their parents. Discussions with parents on the day of the inspection, demonstrate how quickly children develop strong attachments to their key person. Parents state that their children settle quickly and show great enjoyment attending the setting. Pre-school children

benefit from the in-depth preparation they receive to make very successful moves to reception class at school. For example, staff plan a programme of activities to help children to become independent and confident with the new situations they will experience at school. This includes serving themselves in a self-service lunch time and in changing their clothes and shoes to take part in physical education sessions. These approaches ensure children are emotionally very prepared for their next steps in learning, and help children to become effective learners.

An extremely strong focus is given to supporting healthy lifestyles for children, particularly in relation to supporting healthy diets for children. The setting provides healthy snacks and drinks for the children. A list of children's allergies is displayed in the room to ensure staff are kept aware of these. Children's independence and ability to make decisions for themselves is supported. For example, the children serve themselves with food which enables them to make choices about what, and how much, they wish to eat. Children learn about good hygiene and develop good self-care skills through daily routines. Their good health is further promoted because the pre-school is kept very clean and staff follow good hygiene procedures, such as wearing aprons to serve food and wash their hands after blowing children's noses. Throughout the day, children are learning the steps they can take to keep themselves safe. As a result, children learn that tools, such as scissors have to be used carefully and closely supervised by an adult. They learn about the importance of regular emergency evacuations and can clearly explain these to their friends and adults.

Children benefit from an inclusive environment where they are learning to respect and value each other's differences. The stimulating and well-resourced areas both indoors and outdoors provide children with the opportunity to develop their independence and confidence in initiating and leading their own play. Children's photographs and their artwork is displayed. The kind, caring and nurturing approach of all staff continues in relation to supporting children to learn to manage their behaviour, take turns and share. As a result, children's behaviour is good, they develop friendships with each other and other adults and all children benefit from a very harmonious environment.

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

Leadership and management effectively support all staff in delivering high-quality care and very good teaching for all children. All children are fully safeguarded and well cared for. The manager has attended training to enable her to be the designated person with a lead role in child protection and safeguarding. All staff are able to identify and respond to any signs or symptoms of abuse or neglect. Comprehensive policies and simply explained procedures give parents a clear understanding of how the setting protects children. Robust and rigorous recruitment and induction procedures ensure that only suitable adults have contact with children. Out of all staff, at least three are first-aid qualified and present at each session enabling them to respond to any minor accidents appropriately. The manager and committee have responded very thoroughly to the recommendations set at the last inspection and have used these as a basis for developing practice at the pre-

school. The resulting improvements have had a significant impact on the quality of care and learning outcomes for children and how this is linked to parental involvement. For example, information is shared on a regular basis with parents and opportunities for parents to comment are explored effectively, including achievement stars, home activity links and surveys on the provision.

All aspects of the learning and development requirements are very well understood. The manager goes to great lengths to ensure that every staff member has a good understanding of their roles and responsibilities. She uses interesting, wide-ranging resources and guidance documents to provide training materials and information for staff at regular staff meetings and during their individual supervision meetings. Staff willingly take on responsibilities and specialist roles within the setting and are keen to attend any training courses which refresh or add to their knowledge and skills. The committee members are very supportive and value the staff as a resource worthy of investment. The manager and deputy oversee the planning and carry out monitoring of staff performance and the children's development records, to ensure consistency and high quality. However, there is scope to further improve the systems of supervisions to ensure that more astute and sharply focused development points are raised to enhance staffs' practice to an outstanding level, in order to raise children's attainment to the highest level. The pre-school management have plans for the future which are realistic and achievable and result from an overall highly reflective approach. All staff contribute to the self-evaluation by providing comments and ideas which they wish to be considered.

Partnerships with parents are very effective in supporting individual children's care and learning needs. Parents report that they find staff very approachable and feel well informed about their child's progress. This is a real strength of the pre-school and positively benefits children. Where children require support from outside professionals, this is secured and used in partnership with parents. Staff have links with other settings attended by children and liaise with them to share vital information to ensure a continuity of care and learning. Children's move to school is managed well. The pre-school has several feeder schools with varying arrangements, such as visits before children start. The pre-school staff support children in a number of ways, to ensure they feel confident and ready to meet the changes ahead.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY306365
Local authority	Leeds
Inspection number	848941
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	43
Name of provider	Greenacre Pre-School Committee
Date of previous inspection	15/10/2009
Telephone number	0113 887 9695

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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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