

The Greenwood Pre-School

Winnersh Cp School, Greenwood Grove, Winnersh, WOKINGHAM, Berkshire, RG41 5LH

Inspection date	21/11/2014
Previous inspection date	14/01/2009

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

- The quality of teaching is good so that all children, including those with additional needs, make good progress from their initial skills and abilities. Staff meet children's needs well.
- Partnership with parents is strong. The sharing of information provides good opportunities for parents to be involved in their children's learning. Consequently, children benefit from continuity of care and learning.
- Staff consistently give high priority to the safety and welfare of children, and effectively develop children's growing awareness of how to keep themselves safe.
- The pre-school management team is effective at evaluating the provision, which improves outcomes for children.

It is not yet outstanding because

- Technological resources are not always readily available for children to explore.
- Support for children's self-care skills, during snack time, is not always consistent.

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 had a tour of the setting.
- The inspector observed children and staff in all areas of the nursery.
- The inspector spoke to staff, children and parents to gather their views.
- The inspector examined a sample of policies, documents and children's records.
- The inspector discussed the provider's self-evaluation record.

Inspector

Alison Southard

Full report

Information about the setting

The Greenwood Pre-School originally opened in 1973 and moved to its present building in 2006. It operates within the grounds of Winnersh Primary School in Winnersh, Berkshire. The building consists of two rooms, an office, cloakrooms and a secure outdoor area, which is shared with the school's Foundation Stage. The pre-school opens five days a week during school term times. Sessions are from 8.45am to 11.45am, and from 12.30pm to 3.30pm. Children attend for a variety of sessions. Currently there are 41 children on roll. The pre-school has systems in place to support children with special educational needs and/or disabilities, and those with English as an additional language. Nine part-time staff work with the children. Of these, six have relevant qualifications, including one staff member with Qualified Teacher Status. The nursery is in receipt of free early years education funding for three- and four-year-olds. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- consider making technology resources more readily available to all children, to enhance opportunities for children to develop their technological skills
- provide consistent opportunities for children to use their independent self-care skills, such as at snack time.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They successfully provide a wide range of activities to promote learning. These activities match children's ages and varying stages of development. The quality of teaching is good, so children develop new skills across all areas of learning. Staff know their key children well. As a result, they build on the next steps in children's learning through planned and spontaneous activities. Staff hold discussions with parents when children first start. These help staff to identify, plan and provide all children with targeted care and learning opportunities, including those with additional needs. Staff carry out regular assessments and consider children's next steps in learning. They measure the progress all children make from their initial abilities and interests. This enables staff to identify any gaps in children's learning over time, and address them. As a result, all children, including those with additional needs, make good progress.

Staff place a strong focus on promoting children's communication and language skills. Their involvement in the 'Every child a talker' programme has improved outcomes for children. They use a language tracker to help identify those children who need further support, and hold group times and individual sessions when children need this. Staff reinforce language at every opportunity with young children, to develop children's understanding. They encourage those children who are more able, to solve problems and think for themselves, by using skilful questions. For example, when children were playing with a wooden fire engine staff, staff asked children to think about what the hose on the fire engine is used for. Some staff are trained to use a signing system to support children's communication skills, and they also use visual timetables to help children learn the routines of the session. These methods help those children who need some support, or who are learning English as an additional language, to communicate and progress to the next stages in their learning.

Children are able to move freely between the indoor and outdoor areas. Staff provide a good range of equipment and resources. As a result, children have fun developing their physical skills as they ride on tricycles and cars, and climb on apparatus. They move with control and coordination. They construct with wooden blocks and other construction bricks. Children develop their fine motor skills as they use rolling pins with the playdough, and pick up marbles to use on the marble run. Children display concentration during planned activities. They take part in decorating rice cake faces with small pieces of carrot and raisins, before eating them for snack. Staff provide children with opportunities to dress up in different outfits, and to celebrate different festivals and cultures. This helps children learn about diversity and value the differences between them and others. Staff provide children with resources to develop an understanding of technology. These resources are mainly used during group times, under supervision, and are not always easily accessible to the children. This means that the resources are not promoted as fully as possible, to enable children to choose them independently, and practise their technology skills.

Children have lots of opportunities to look at books independently, with a member of staff, and during group times. They display confidence as they join in repeating the refrain of familiar stories. Staff use open-ended questions to encourage children to think and retell the story. This helps staff to determine whether the children have understood the story. Staff introduce mathematical language as they sing songs with children, discussing the 'big' wheels on the bus before they sing. Children act out puppet shows for their peers and the staff. They use their imaginative skills effectively. For example, they created tickets for people to use to attend the show. Children have lots of opportunities to recognise their names. They see them when they post their name at registration time, and when they place items in their named drawers. Staff encourage children to label their pictures, encouraging them to have a go at writing their names first, before helping them. Staff provide very good support and resources for children to draw, make marks and to practise writing. As a result, children are learning to understand that print conveys meaning, in readiness for school.

Staff provide a caring and calm environment for children, which enables them to feel safe and secure. Children have a key person allocated to them at the time of entry. The key person works with a co-key person, which supports children consistently. The family-feel and approach to the pre-school, means that all staff spend time with all the children through the day. This builds positive relationships throughout the pre-school. Children settle easily on arrival as staff welcome them in with their parents. Parents are welcome to stay to settle their children, and there is time for parents and staff to exchange information. This means staff obtain ongoing information about children's individual needs, in addition to the initial information shared when children first start.

Children initiate their own play and activities as the toys are freely available to them. They benefit from interesting and well considered resources, and activities that support their learning and development effectively. Children choose where they wish to play when inside, and all children spend time in the outdoor area, where they benefit from fresh air and physical activity. They are encouraged to develop their self-care skills by going to the toilet independently and washing their hands. They gain independence by helping to tidy away the toys, and by helping to clean the tables at snack time. Children enjoy healthy snacks. Staff promote children's social skills as everyone eats together around the table. However, children do not always pour their own drinks at snack time, which means that they do not consistently build on their self-care skills.

Children build positive relationships with staff and each other. They form friendships with other children and are learning to play cooperatively. Children's behaviour is good and they are beginning to negotiate with each other, and take turns, with little adult support. Staff provide effective role models to children as they model good manners. Children develop strong levels of confidence. For example, they approach new adults and ask them questions, and demonstrate a sense of curiosity. Children receive positive praise and encouragement, which promotes their self-esteem effectively. Staff develop children's awareness and understanding of their safety by reminding them about safe practices, such as walking and not running inside. They further improve children's awareness of safety by practising regular fire drills with them. As a result, children are learning about how to keep themselves safe.

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

Management and staff have a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. Staff are familiar with the pre-school's safeguarding policy, and are clear about the procedures they must follow if they have any concerns about children in their care. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. The management provides a rigorous induction programme, followed by on-going training and supervision. Staff are dedicated to maintaining safety at all times. They follow the risk assessment processes daily to provide a safe and secure environment. They follow well-organised routines for deployment, and have clearly designated responsibilities. This helps to ensure children are

kept safe when in their care.

The management and staff work well together. They show a positive commitment to meeting the requirements for children's learning and development. They welcome input from parents. Partnership with parents is strong. The parent-led committee allows parents to work closely with the staff to improve outcomes for their children. Parents contribute children's achievements from home to feed into the planning process. Staff share children's learning outcomes regularly, and provide opportunities for parents to become involved in their children's learning. Staff monitor children's learning effectively, and plan for their individual needs accordingly. This cohesive approach to children's learning and development helps children to make good progress.

The management team evaluate all areas of the provision effectively, and they attend regular training to maintain good standards. They send out questionnaires to parents and also ask children for their views. For example, recent feedback from parents has seen the introduction of extended session times. Parents clearly value the pre-school within the community. They report how staff are 'very approachable, caring and nurturing, and provide excellent support for their children'. The manager and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek support and guidance where necessary from other professionals. They share information with other settings children attend, and have good relationships with local schools. Consequently, outcomes for children are good, and this helps to prepare them well for their eventual move to school.

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	EY341510
Local authority	Wokingham
Inspection number	834988
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	26
Number of children on roll	41
Name of provider	Greenwood Pre-School Committee
Date of previous inspection	14/01/2009
Telephone number	0118 9797580

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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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