

Greenhill Village Pre-School

Greenhill Main Road, SHEFFIELD, South Yorkshire, S8 7RA

Inspection date	18/12/2014
Previous inspection date	28/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Children make the maximum progress in their learning and development because they are motivated and excited by the wide range of fun and highly stimulating activities that cover the seven areas of learning.
- Partnerships with parents and other agencies are highly valued and support children's individual needs very well. Systems for early intervention are rigorous.
- Children demonstrate the characteristics of effective learning, such as engagement and critical thinking because the quality of teaching is outstanding.
- The highest priority is given to children's well-being and feelings of security from the start. Consequently, parents are secure in the knowledge that their children are extremely safe and well cared for and form secure emotional attachments to their key person.
- The management team and committee drive forward changes that will benefit the children who attend. As a result, high standards are maintained so that children continue to receive quality learning experiences. Safeguarding practice is robust, which ensures the best possible outcomes 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 play room and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, chair of the committee, practitioners and children at appropriate times throughout the inspection.
- The inspector checked evidence of practitioners suitability, training certificates, policies and procedures, risk assessments and the pre-school's self-evaluation systems.
- The inspector spoke with parents, grandparents and other childcare providers to gain their views on the quality of the provision.
- The inspector looked at children's assessment records.

Inspector

Jane Tucker

Full report

Information about the setting

Greenhill Village Pre-School was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from an annex in the grounds of Greenhill primary school in Sheffield, and is run by a voluntary management committee and has charitable status. The pre-school serves children and families living locally. It operates from one playroom and there is an area available for outdoor play. The pre-school employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and four are unqualified. The pre-school opens Monday to Friday, term time only. Sessions are from 08.30am to 11.30am and 12.20pm to 3.20pm. Children attend for a variety of sessions. There are currently 75 children attending who are in the early years age group. The pre-school provides funded early education for two and three-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to provide larger play equipment for children outdoors, to promote their physical development even further.

Inspection judgements

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

Children make excellent progress in their learning and development because practitioners have a secure understanding of what they need to do to effectively support children's learning and creativity. Practitioners spend time observing what their key children can do so that they can effectively identify children's next steps in learning. Practitioners plan highly stimulating and interesting educational programmes, which cover every area of learning and supports children's individual interests. As a result, children are motivated to learn because activities are meaningful and interesting for all children. Assessments of children's learning are sharply focused because they include evaluations from all those involved in the child's learning. The management team monitors this information and they use it to secure timely interventions where necessary. Practitioners work effectively with children who have special educational needs and they are fully included in all aspects of the setting. As a result, all children flourish and make the maximum progress possible from their starting points.

The quality of teaching is consistently of a very high standard and practitioners continually engage children in opportunities that support their learning. For example, practitioners encourage children to think critically, as they ask children to predict what will happen next in the story. Practitioners skilfully encourage children to retell their favourite stories, as

they sit on the floor and encourage children to be the teacher and read the book. Practitioners show a genuine interest in what children are doing and they create a relaxed atmosphere that allows children to be fully engaged in purposeful activities and experiences. Practitioners invite children to participate in adult-led activities so that they take part in a range of experiences that support their future learning in readiness for school. For instance, children count the number of raisins on their Christmas pudding. They recognise how things change in quantity, as the practitioner holds up her fingers to show how many raisins are left. Practitioners use narrative and modelling to show children how to roll their biscuit mixture. Children feel flour and practitioners encourage children to describe the texture, as they ask if the flour is hard or soft. Children manipulate play dough and they recognise shape, as they tell practitioners that they have made a ball like a circle. Boys work well together as they spend a considerable amount of time filling and emptying small buckets of sand. Practitioners are sensitive not to interrupt their self-chosen play but check in occasionally to re-direct over stimulated play.

Children's personal, social and emotional development is outstanding. Children play very well in groups, as they seek out others to extend their role play ideas. They recognise photographs of themselves and their friends and hold discussions about the activities they are taking part in. Children are confident to speak in a familiar group and they say they like some activities more than others. Partnerships with parents are strong and they are encouraged to get involved with many activities at the setting. Parents are actively encouraged to contribute to their child's initial assessments as well as ongoing assessments. For instance, the progress check between the age of two and three years. Parents evenings provide a formal opportunity for parents to look through their child's learning journal and discuss their progress with their key person. Practitioners display children's daily activities on white boards, so parents know what their child will be doing each day. Children's next steps in learning are shared with parents and practitioners provide ideas for activities that can be done at home. These highly successful strategies engage all parents in their children's learning and development and demonstrates a continuity of learning between the setting and home.

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

Children are well cared for in this exceptionally welcoming, child-centred setting that is highly inclusive and reflects children's backgrounds, communities and family lifestyles. Practitioners give the utmost priority to ensuring that all children are settled and feel completely secure in the setting. Parents are equipped with a prospectus prior to them visiting the setting, so that they know what to expect for their children from the start. In addition, tours of the setting, settling-in sessions and parents own induction sessions help them to recognise that children's safety is central to everything the practitioners do. Practitioners create a very happy atmosphere and children smile and laugh, as they thoroughly enjoy their play. Children freely cuddle practitioners when they enter the room, which shows how they have formed secure emotional attachments with them. Key persons know their children exceptionally well, which enables them to meet their individual needs throughout the day.

Practitioners promote meal times as social occasions and children show they feel relaxed,

as they talk with their friends and familiar adults. Practitioners act as very good role models and help children to learn good table manners and social behaviour. Children eat well and develop healthy food preferences because practitioners provide fruit to eat daily. Consequently, children develop an excellent awareness of healthy food choices, which supports them to achieve a healthy lifestyle. Drinks of water are available at all times, and milk is provided as a healthy alternative at snack time. Children's behaviour is very good throughout the setting because they are thoroughly engaged in interesting and stimulating experiences that challenge and foster their creativity. Practitioners regularly review the layout of the room to ensure that resources are used to their optimum potential.

Children have a wealth of excellent opportunities to develop their independence and self-help skills. This is because practitioners know the children really well and they recognise when they are ready to take responsibility for managing their own care needs. Children who have accidents are given first aid by qualified practitioners and the details are thoroughly recorded and shared with parents. The management team analyse all accidents to check for any patterns and rectify any areas that may be a hazard to children. Practitioners teach children how to keep themselves safe, as they practise regular fire drills. This helps to ensure that children can implement the evacuation procedures quickly and safely in the event of an emergency. Practitioners ensure that children are physically active in all weathers and this helps children to enjoy the fresh air and exercise. Children have a range of stimulating resources outside. However, there are opportunities to continue to provide larger play equipment, to promote children's physical development even further. Children are emotionally well prepared for their move on to school because there are exceptionally strong links with the school on site. Children attend the get ready for school club, which allows them to visit and become familiar with their new teachers. Teachers also come in to the setting to read stories to children. Children with special educational needs have comprehensive support, to ensure their inclusion in to school life is as smooth as possible.

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

The management team and practitioners have an excellent understanding of their responsibility in meeting the safeguarding and welfare requirements. Practitioners attend relevant child protection training and know how to respond appropriately to any signs of possible abuse and neglect. In addition, the management team has attended higher level safeguarding training, so that they can act as designated persons for any issues within the setting. Practitioners monitor daily registers and they report children's prolonged or unusual absences to the management team. These are followed up with phone calls to parents and any concerns are signposted to other professionals. As a result, children's safety and welfare is exceptionally well protected. Practitioners ensure that all aspects of the setting provide a safe and suitable environment for children who attend. The manager and chair of the committee undertake meticulous recruitment and vetting procedures. These include obtaining an enhanced Disclosure and Barring Service check, requesting references, viewing certificates and checking identify for each practitioner employed. Therefore, practitioners and students undergo secure suitability checks, to ensure they are safe and suitable to work with children. Furthermore, there is a detailed induction

procedure, which ensures that all new practitioners and students are fully supported and clear about their roles and responsibilities.

Practitioners at the setting have a very secure understanding and are highly committed to meeting the learning and development requirements. Clear observations and photographic evidence of what children can do along with their interests are recorded. Practitioners have an excellent understanding of how children learn at different rates and in different ways. As a result, they are experienced and vigilant to respond quickly to children who may need additional support. The setting benefits from a very knowledgeable and professional designated special educational needs coordinator. As a result, children with special educational needs are supported exceptionally well. Children's progress is precisely monitored because observations are detailed and purposeful. The planning system is highly effective because it reflects on children's interests through topics and themes, which cover all areas of learning and development. Consequently, all children are making very good progress. The management team have fostered a tremendously positive team atmosphere, which is evident through practitioner's interactions and practice. Accordingly, children benefit from exciting teaching practice during play-based activities, that they thoroughly enjoy. The manager and chair of the committee conduct highly effective annual appraisals and regular supervision meetings with all practitioners. This allows practitioners to consider their ongoing professional development and training opportunities. In addition, practitioners are provided with sharply focused evaluations of the impact of their practice, to ensure they are always working to the best of their ability.

A key strength of the setting is the management team's and practitioners' inspiring approach to partnership working. The management team understands the need to link with other providers and has developed excellent working relationships with the school on site. In addition, practitioners work with other specialist providers, such as speech therapists, to develop and implement strategies to support children who need additional help. This means that children's progression and continuity of learning and care is exceptionally well supported. The management team and committee drive forward changes that will benefit the children who attend. This includes meticulous research and resource gathering by the chair of the committee when areas for enhancement are identified. As a result, self-evaluation is highly successful and ongoing action plans are well-documented, to show the strong drive and ambition for excellence. Practitioners have exceptional and very well-established relationships with parents, grandparents and other childcare providers. Parents and grandparents comment positively on how they value the high levels of support and information sharing they receive from the practitioners. Childcare providers report how practitioners share excellent information about children's progress and learning. This outstanding approach demonstrates a continuity that fully supports children's individual learning and development.

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. 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	300720
Local authority	Sheffield
Inspection number	867257
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	75
Name of provider	Greenhill Village Pre-School Committee
Date of previous inspection	28/01/2009
Telephone number	01142377080

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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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