

Greenfield Pre-School

Greenfield Primary School, Hill Street, STOURBRIDGE, West Midlands, DY8 1AL



Inspection date

26 January 2015

Previous inspection date

2 May 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Performance management is not fully embedded to ensure that all staff have swift access to training or coaching, to extend and develop their skills and knowledge further.
- The monitoring of planning and assessment is not sufficiently rigorous to ensure staff make consistently accurate assessments of children's development. Consequently, the next steps in children's learning and their progress are not always effectively supported.
- Staff do not always help children to understand the benefits of healthy eating.
- On occasions during group activities some children become distracted and are not fully engaged in their learning.

It has the following strengths

- Children have developed strong bonds and relationships with their key persons, ensuring that their well-being and independence are promoted well.
- The pre-school staff have developed a creative and stimulating environment, which enables children to initiate their own play and follow their own interests. This supports children's active learning and emotional well-being.
- There is an effective partnership with parents with good two-way communication to ensure that children's individual needs are known and met.
- Safeguarding arrangements are effective as staff understand their role and responsibilities in protecting children and working in partnership with any other agencies and professionals involved in supporting individual children.

What the setting needs to do to improve further

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

- develop the performance management system to further support staff's professional development, enabling them to swiftly access training or support to build on their commitment and enthusiasm as they improve their knowledge, understanding and practice
- develop effective methods of monitoring the planning and assessments to ensure that staff make accurate assessments of children's development to plan relevant next steps in children's learning
- ensure that adult-led activities consistently meet the needs of the younger children by providing well-planned activities that engage them in active learning and are matched to their individual interests and learning needs.

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

- help children learn the benefits of healthy eating by, for example, using routine activities, such as snack time, to develop their understanding

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager, staff and children.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted joint observations with the manager.
- The inspector was accompanied by another inspector.

Inspector

Amanda Tompkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children enjoy their time spent at the welcoming pre-school. They are familiar with the routine and readily take part in a range of different activities that interest them. As a result children make some progress towards early learning goals during their time at the setting and are acquiring some of the skills needed to support their move to school. Staff take time to get to know children. They gain information from parents about children's preferences, likes and dislikes and this helps build positive relationships with them. Children with special educational needs/and or disabilities are supported well. Staff use effective teaching methods such as non-verbal communication and the use of pictorial routines. Children's physical development is supported well as the outdoor areas are a regular feature of children's play and learning. Children's learning records are completed by their key person who complete observations and identifies next steps in learning. However, this information is not always accurate or used effectively to ensure children's next steps are considered when activities are provided. In addition, younger children's needs are not consistently met as activities planned do not always fully engage them in their learning and development.

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

Children feel secure within the pre-school and parents report how happy children are to attend. Staff offer appropriate comfort should children become upset or have an accident. Children demonstrate high levels of confidence as they move freely around the pre-school, making choices about what to play with. Staff suitably support them in their chosen play. For example, staff help to construct a stage for children when they dress up and pretend to put on a show for an audience. Children behave well because staff give gentle reminders throughout the day. Staff talk to children about staying safe in the garden and remind children of the importance of not running while indoors. Healthy and balanced snacks are provided. However, drinks offered to children at snack time, such as flavoured milkshake, do not always reinforce positive messages about making healthy choices.

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

Children are safeguarded well as the manager and staff understands their responsibilities in meeting the safeguarding and welfare requirements. The pre-school management has appropriate systems to check that staff are suitable to work with children, which further protects children. Some improvements have been made since the last inspection. For example, performance management systems have been established and staff now have regular one-to-one meetings with management. However, this is not yet used effectively to monitor the effectiveness of staff performance and identified areas to develop are not acted upon swiftly enough to ensure continuous development of the pre-school. The pre-school management reflect on their practice and involve children, staff and parents in this. They work well with external agencies to meet children's needs.

Setting details

Unique reference number	EY469637
Local authority	Dudley
Inspection number	975750
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	53
Name of provider	Sylvia Joy Nixon
Date of previous inspection	2 May 2014
Telephone number	01384817111

Greenfield Pre-School was re-registered in 2013. It operates from a room adjoined to the reception class at Greenfield Primary School, Stourbridge, West Midlands. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday all year round. Sessions are from 8.45am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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