

# Greenmount Community Pre-School



Greenmount Community Primary School, St Vincents Road, Ryde, Isle of Wight,  
PO33 3PT

<b>Inspection date</b>	24 March 2015
Previous inspection date	8 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The senior leadership team has made significant improvements in supporting children's learning since the last inspection. The school's governing body and senior leaders clearly value the pre-school and take an active role in supporting its improvement.
- The quality of teaching is good. Staff plan interesting and exciting activities which allow children time to explore and develop a real interest in learning.
- Children become increasingly confident and independent. They make their own choices and take care of their own needs. They listen to each other well, follow instructions and form positive relationships with adults and children. This means they are very well prepared for starting school.
- Good support is given to children who have additional learning needs, and those who speak English as an additional language. The 'Language Enrichment Group' provides children with daily opportunities to develop their communication skills.

### It is not yet outstanding because:

- There are not enough opportunities in the outside play area for children to enjoy physical play activities which support their development. The current slide and climbing frame does not offer sufficient challenge and children lack opportunities to use wheeled toys.
- Not all staff are as confident as others in planning for children's learning.

## What the setting needs to do to improve further

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

- extend the use of the outside area to ensure resources provide relevant challenge for children to be more physically active
- ensure all staff are confident in planning for children's learning on an ongoing process.

### Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspector talked to staff about the pre-school's policies and the procedures in place to support children's learning and to keep children safe.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held a meeting with the senior leadership team and discussed the procedures for reviewing practice and identifying priority areas for improvement.
- The inspector sampled a range of documentation, including records of children's progress, confirmation of completed checks to ensure staff are suitable to work with children, staff development files and the pre-school's improvement plans.

### Inspector

Jo Caswell HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are highly motivated to learn as staff are skilled in using daily activities to support children's all-round development. For example, the snack café routine has been thoroughly reviewed and now includes many opportunities for children to practise counting and mathematical skills, and to develop their independence. Staff use good questioning techniques to encourage children to think things through. The outside area is used generally well to enrich children's learning. For example, there is a very well-resourced mud kitchen, bug hotel and opportunities for children to enjoy books. Children particularly enjoy learning outside and make good use of the outdoor environment. For example, a group of children wanted to measure the pretend 'bugs' they had found and make comparisons between them, recording their findings on clipboards. Staff support these spontaneous learning times well. However, the outside area lacks opportunities for children to be physically active. There is no space to use wheeled toys and some larger resources do not present enough developmental challenge. This means children lack opportunities to climb and practise moving in different ways.

### **The contribution of the early years provision to the well-being of children is good**

There is a very happy atmosphere within the pre-school. Children arrive confidently and enthusiastically and form close relationships with the staff. Parents confirm how happy their children are and how much they value the support staff provide, particularly for children who need more support in settling into the daily routine. Good links are in place between children's homes and the pre-school and any other settings children may attend. This means parents are fully involved in supporting children's learning. Children play and cooperate well together. Their behaviour is good. They listen to staff and confidently follow instructions. Children communicate their needs well and are motivated to learn. These skills help to prepare them for starting school. The pre-school provides a safe environment and any concerns about children's welfare and learning needs are addressed through the staff supervision process.

### **The effectiveness of the leadership and management of the early years provision is good**

Since the last inspection, a new manager has been appointed. She has only been in post since January this year, but already significant progress has been made in addressing the development points raised at the last inspection. This has improved the quality of teaching and the assessment process. Although senior staff are confident in the process of supporting children's learning on an ongoing basis, some staff lack the same level of confidence and need more support. Frequent monitoring of staff practice and accurate analysis of staff training needs means relevant improvement areas are consistently identified and addressed. This has accelerated the progress that has been seen. Staff training plays a key role in enhancing children's learning. Accurate analysis of data means there are robust systems in place to ensure that each child, and groups of children, including those with additional learning needs, make good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY433356
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	1006052
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Greenmount CP School Governing Body
<b>Date of previous inspection</b>	8 May 2014
<b>Telephone number</b>	01983 613189

Greenmount Community Pre-School registered in 2010 and is managed by the governing body of Greenmount Community Primary School in Ryde, on the Isle of Wight. It operates from premises within the school grounds and is open from Monday to Friday, term time only, from 9.00am to 3.00pm. There are currently 34 children in the early years age group on roll. The pre-school provides funded early education for children aged two, three and four years. It supports children who speak English as an additional language, and children who have special educational needs and/or disabilities. In total, seven staff work with the children. The manager and pre-school supervisor are both qualified to degree level.

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