

# Greenhill Pre-School

Greenhill Primary School, Mile Lane, Bury, Lancashire, BL8 2JH



## Inspection date

20 March 2015

Previous inspection date

21 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The staff team hold appropriate qualifications but some staff do not use their knowledge well. As a result, staff qualifications are not having enough impact on children's learning and the quality of teaching is variable.
- Staff do not use their accurate assessments effectively, particularly when planning activities to challenge the more able children and fully support those who are less confident learners.
- Occasionally, children's play experiences are too adult-directed, which results in some children not being fully engaged in their learning.
- Performance management systems do not sufficiently focus on improving the quality of teaching. Furthermore, systems in place for staff supervisions are not rigorous enough or completed in a timely manner.
- The manager has completed the Ofsted evaluation form, in conjunction with the committee members, staff, parents and children. However, it does not clearly focus on raising staff practice to support children to make consistently good progress.

### It has the following strengths

- Children arrive at the pre-school displaying lots of confidence and are eager to get inside to play with their friends. They enjoy exploring the outdoors together further developing their physical skills and learning to take safe risks.
- Staff are knowledgeable on how to keep children safe. They have attended relevant safeguarding training and take appropriate action to minimise risks.
- Staff value the opinion of parents and have very strong partnerships with other settings, particularly the host school. The manager has formed solid links within the community and is highly thought of by parents old and new.

## What the setting needs to do to improve further

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

- ensure staff make good use of their accurate assessments they carry out, so that activities planned are adapted to suit children's individual stages of development
- review the process of adult-led activities, so that children's self-chosen play is not disrupted, activities are tailored to challenge the more able children and support those children less confident in their learning
- ensure systems in place for performance management are completed in a timely manner, so that observations of practice and staff supervisions address the weaknesses in teaching.

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

- review self-evaluation so that plans to tackle some weaknesses in teaching and learning are addressed.

## Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed activities and the quality of teaching inside and outdoors.
- The inspector spoke to members of the committee, staff, parents and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

## Inspector

Joanne Parrington

## Inspection findings

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

Staff observe children during play and accurately plot their development. However, staff do not always make good use of the assessments, particularly when planning adult-led activities. Activities are not always adapted to suit the specific learning needs of all children. Children are interrupted during their self-chosen play and are asked to complete activities that do not always excite or interest them. For example, some children are selected to play a game of 'hook-a-duck'. The process of hooking the numbered duck to the corresponding card is the same for all. The more able children can already recite and recognise numerals one to 10 with ease. This results in these children's learning not being stretched. Furthermore, children who are not confident learners, sit and write letters with a member of staff holding the pencil above the child's hand. This teaching practice does not fully support children's learning as they are not engaged or motivated to learn. However, staff use better teaching methods, such as, asking questions in order to develop children's ideas and equip them with thinking about how to solve problems when supporting them in their own chosen play. Despite the weaknesses, children do make sound progress and are prepared for school.

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

Staff support children's emotional and social well-being, particularly when they first start their journey in the pre-school. All children will move to the reception class at the host school. This means, children will have secure friendship groups and the move to school will not be so daunting. This is further supported by the strong partnerships with the school and the before and after school club, as some staff also work within these provisions. Children join in many school activities so are familiar with the environment and the staff. This cohesive approach means children are emotionally prepared for this change. Children follow good hygiene routines and staff promote children's understanding of making health choices by offering healthy snacks, supported by discussions. Although some activities are not adapted to suit all learning abilities, behaviour is good. For example, children have good manners and are very polite.

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

The manager has a sound understanding of her responsibilities. A range of policies and procedures supporting children's health, safety and well-being are in place. Nevertheless, checks on the quality of teaching and the delivery of activities are not rigorous enough. Some staff deliver adult-led activities in ineffective ways and do not always take into account children's differing learning styles or their current stage in learning. The manager has carried out observations of practice. She is aware that some aspects of practice and some teaching methods used are not good enough to ensure children make consistently good progress in their learning. However, although she has identified these weaknesses she has not effectively used the systems of performance management. This results in weaker practice not being addressed in a timely manner.

## Setting details

<b>Unique reference number</b>	316847
<b>Local authority</b>	Bury
<b>Inspection number</b>	872011
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Greenhill Pre-School Committee
<b>Date of previous inspection</b>	21 June 2011
<b>Telephone number</b>	07715 806216

Greenhill Pre-School was registered in 1992 and is run by a committee. The provision is open from 9am until 12 noon and 12.20pm until 3.20pm, during term time only. The nursery receives funding for the provision of free education for children aged two-, three- and four-year-old children. In total, a team of six staff work at the provision. Of these, five hold appropriate early years qualifications, including one member of staff with a Bachelor of Arts Honours degree.

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