

# Greenacre Pre School

Grounds of Bishopswood Infant School, Barlows Road, TADLEY, Hampshire, RG26 3NA



<b>Inspection date</b>	29 June 2015
Previous inspection date	4 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff have created an exceptionally nurturing environment, where all children are respected and valued. Children are confident and display high levels of self-esteem.
- Children's curiosity is fostered as they are able to access an extensive range of interesting and innovative resources and activities, inside and outside. As a result, they are eager to learn and are highly motivated.
- Staff are adept at extending children's learning through well-placed questions and by allowing them the time and space to develop learning for themselves.
- Children are active and explore the rich, varied, highly stimulating outdoor environment each day. A wide range of equipment enables them to be imaginative and develop their all-round learning as well as their physical skills.
- Staff make exceptional efforts to keep children safe and secure in the setting. They fully understand the importance of safeguarding children and implement robust and meticulous health and safety procedures.
- Assessment of children's learning and development is wholly effective. An effective monitoring system enables staff to easily identify if there are any gaps in either individuals' or groups of children's learning and plan activities to move children forward.
- The manager has an exceptional understanding of how to deliver educational programmes across all seven areas of learning. Innovative strategies are used to challenge and motivate staff, to strengthen practice and improve outcomes for children.
- Excellent partnerships between parents and the pre-school staff ensure that parents are fully involved in their children's learning and development.

## What the setting needs to do to improve further

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

- enhance opportunities for children to gain a greater awareness and interest in their local community, the wider society and the world around them.

### Inspection activities

- The inspector observed activities in the main base room and outside.
- The inspector carried out a joint observation with the manager, and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, planning documentation, a selection of policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

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

Children make excellent progress in their learning and development. Staff use their knowledge and expertise to provide them with wonderful activities that enrich their learning experiences. Children exhibit high levels of concentration as they listen intently to stories. They take turns in singing independently and excitedly roll a ball to others calling their name during a whole-group singing time. Children's literacy skills are developing well as staff use many learning opportunities to promote early writing skills. Staff teach children to count, recognise numbers and explore the properties of water and sand. As a result, all children develop excellent attitudes to learning and are extremely confident and self-assured. Children develop essential skills for future learning, such as asking questions and solving problems.

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

Staff develop exceptionally strong bonds with children through a very well managed key-person system. As a result, children's emotional well-being is successfully supported. Safety is given the highest priority and children learn how to protect themselves and others through routines and discussions with staff. Children develop excellent self-help skills. For example, they explore and follow their own interests as they make choices about their play. As a result, children are keen learners who develop ideas and try new things. Staff invite visitors into the pre-school, such as the fire brigade and the police. This gives children some opportunities to widen their knowledge of their community and the world around them, although this is not promoted as thoroughly as some other areas of learning.

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

Staff have an excellent understanding of the requirements of the Early Years Foundation Stage. They are fully aware of the procedures to follow should they have any concerns about a child's welfare. The manager has a passionate drive to maintain the highest levels of achievements for all children through excellent monitoring systems. Appraisals and staff reviews are used exceptionally well to identify staff training needs and support staff's professional development. Excellent use of reflection and self-evaluation ensures that the pre-school continues to move forward. Feedback is gained from staff, children and parents, which ensures that planned improvements are prioritised. Staff regularly attend training to further enhance their knowledge. This has a positive impact on children as they benefit from the new ideas and activities that staff implement to enhance learning. Links with the local schools are excellent, which fully promotes continuity of children's care and learning. As a result, all children are exceptionally prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY345852
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	827560
<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>	27
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Greenacre pre-School Community Interest Company
<b>Date of previous inspection</b>	4 October 2011
<b>Telephone number</b>	0118 981 1010

Greenacre Pre School registered in 2007. It operates from a unit within the grounds of Bishopswood School in Tadley, Hampshire. The pre-school is open each weekday from 8.45am to 3.45pm during term time only. Sessions are from 8.45am to 11.45am and 12.45pm to 3.45pm. The pre-school also offers a lunch club from 11.45am to 12.45pm each day. Children can attend all day or for a variety of sessions. The pre-school employs 12 staff, seven of whom hold relevant qualifications at level 5 or level 6. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years old.

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