

Greenleys Community Pre-School



Ardwell Lane, Greenleys, Milton Keynes, Buckinghamshire, MK12 6AY

Inspection date	5 October 2015
Previous inspection date	8 October 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership team's accurate self-evaluation shows that they have a secure understanding of the strengths of the pre-school and know what more needs to be done to drive further improvements.
- Staff know the children well. Children form secure emotional attachments with staff who understand their needs and actively promote their well-being. This ensures that children grow in confidence and feel safe to play and explore.
- Good links with the local primary school ensure that children are well-prepared for when they leave pre-school and move on to the next stage in their learning.
- Children are able to express themselves freely through creative play. Colourful displays of their own work show how the staff support them to use their imaginations using a wide range of materials.
- Teaching is good. Staff encourage children to develop their independence and take care of themselves. All children are making good progress.

It is not yet outstanding because:

- There is more to do to engage parents in their children's learning and development. Parents are not regularly sharing information about what their children know and can do at home.
- The pre-school has begun to track the progress made by some groups of children, but not all. For example, managers have not yet checked any differences in the progress made by boys and girls, in order to ensure they are narrowing any achievement gaps.

What the setting needs to do to improve further

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

- ensure that the pre-school is aware of the progress of all relevant groups of children, such as girls and boys, in order to identify any differences and ensure achievement gaps are narrowed
- inform parents of the importance of regularly sharing information about their children's learning and development at home in order to inform the pre-school's regular assessment of their children's progress.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspector evaluated how well the staff understand and implement policies and procedures, especially those relating to safeguarding children and observing and assessing children's progress.
- The inspector conducted a joint observation with the deputy manager of the pre-school.
- The inspector held meetings with the deputy manager of the pre-school.
- The inspector sampled a range of documentation, including staff suitability and training records, journals of children's learning and the pre-school's self-evaluation.
- The inspector took the views of parents into account.

Inspector

Penny Fisher

Inspection findings

Effectiveness of the leadership and management is good

The management team has driven improvements over the last year and a strong, stable and confident staff team is in place. Staff have good opportunities to attend training. Regular appraisals take place and relevant targets are set to improve staff's practice. Safeguarding is effective. Following the last inspection the managers, in conjunction with the local authority, have reviewed their practice and procedures to ensure all safeguarding and welfare requirements are met. Any non-attendance is swiftly followed up to ensure children are safe and well. Parents are positive about the pre-school and feel they could approach the friendly and caring staff with any concerns.

Quality of teaching, learning and assessment is good

Children enter the pre-school happily. They enjoy well-planned activities that support all areas of learning. Children play well together, for example, when creating a large group painting. They are provided with good support to develop their communication and language skills. When pouring shells from one container to another children recall the words 'empty' and 'full' and know these are 'opposites'. Children with English as an additional language make good progress. They are encouraged to join in and are supported in their understanding through the use of pictures and visual prompts. Good quality resources are easily accessible to children, who move them around the pre-school to develop their own ideas. For example, blocks are buried in the sand and become 'treasure'. Children respond positively when staff praise their efforts, developing their self-esteem and motivation for further learning. Systems for observation, assessment and planning are used effectively to identify individual children's next steps in their learning.

Personal development, behaviour and welfare are good

Children's behaviour is generally good and they are taught to be caring and respect each other. Older children look after the younger ones, for example, by helping them to sprinkle glitter on their autumn leaves pictures. Children are encouraged to share and take turns, such as when using the rolling pins to make dough 'pancakes'. Teachers from the local primary school visit the children at pre-school and children have the opportunity to visit the school. This helps them to be emotionally well-prepared for the move. They are encouraged to develop their independence, for example, washing their hands on their own when they get sticky from gluing.

Outcomes for children are good

Every child's learning and development is carefully assessed and all are making good progress. The staff ensure that disabled children and those with special educational needs are well supported and progress well from their starting points. The pre-school works closely with a wide range of partners and specialists to ensure they are able to meet all children's learning and development needs.

Setting details

Unique reference number	141748
Local authority	Milton Keynes
Inspection number	1006146
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	28
Number of children on roll	47
Name of provider	Greenleys Community Pre-School Committee
Date of previous inspection	8 October 2014
Telephone number	01908 322211

Greenleys Community Pre-School opened in 1997. A committee of volunteers manages the pre-school, and it operates from rooms in the community centre in Greenleys, in Milton Keynes, Buckinghamshire. The pre-school opens each week day from 8.30am to 11.30am and from 11.30am to 2.30pm during term time. Some children attend for the full day. In addition to the indoor space, children use two enclosed outdoor play areas. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Seven members of staff work directly with the children and, including the manager, six hold appropriate qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

