

Greenhaugh Pre-School

Greenhaugh County First School, Greenhaugh, Hexham, Northumberland, NE48 1LX



Inspection date

8 October 2015

Previous inspection date

17 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good. Staff communicate well with the children and spend time explaining and demonstrating different activities while encouraging them to explore their own ideas through skilful questioning techniques.
- The management team implements effective systems to support staff to understand their roles and promote professional development opportunities, in particular through regular supervision and training. This helps to improve the quality of care and learning children receive.
- A strong partnership with parents enables them to be fully involved and informed about their child. Parents speak highly of the support they and their families receive from a committed and well-qualified staff team.
- Effective, two-way partnerships with the host school and other settings children attend help to ensure that children have the support they need to make good progress.
- Staff gather valuable information about children's individual care routines, interests and development during initial discussions with parents. This successfully helps them to meet children's personal, social and emotional development needs.
- Staff effectively carry out safety checks, keep the premises secure and are effectively deployed.

It is not yet outstanding because:

- Assessment, although accurate, is not always used well enough to plan what children need to learn next.
- Staff do not always explain to the children why it is so important to take turns to talk and to listen when others are speaking.

What the setting needs to do to improve further

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

- enhance the use of assessment information to plan activities that will enable children to make rapid progress
- check that all children understand the importance of listening carefully when someone else speaks so that everyone can be involved in discussions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childcare manager.
- The inspector held a meeting with the childcare manager and pre-school leader. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed training and know how to protect children from potential risks and harm. Staff are recruited and vetted robustly which ensures they are suitable to care for children. Leadership is strong and the management team's commitment to continuous improvement is evident. The management team leads a well-qualified staff team who has a good knowledge of how to teach children. The lead practitioner frequently observes staff and gives feedback to help them to reflect on their practice. Staff are set challenging targets and attend training courses to extend their knowledge and skills. This helps to improve outcomes for children. Staff evaluate their daily work and monitor children's progress to help ensure any gaps are swiftly addressed.

Quality of teaching, learning and assessment is good

Staff encourage children to become engrossed in a wide range of purposeful, challenging and fun activities. For example, children experiment by pouring water down various tubes, working out that the more they tilt the tube, the faster the water comes through. Staff extend children's vocabulary and descriptive language, for instance, as they describe how they intend to make the water go higher and further. This helps children to be confident communicators and increases their vocabulary. Children are given good opportunities to develop their literacy. They listen to stories and join in writing activities with enthusiasm. However, during group time staff do not always direct those children who are keen to share their thoughts, to listen when adults or other children speak, so all can join in with the discussion. Staff plan activities for children and complete learning journals well. They explain and guide children's learning to help them succeed with learning new skills, such as how to use scissors for the first time or propel a scooter with one foot. However, they do not always link what children need to learn next to assessments.

Personal development, behaviour and welfare are good

Children are happy, settled and enter the pre-school confidently, benefiting from staff being enthusiastic and welcoming on arrival. Good support is given to children and parents who have just started to attend the pre-school. This helps staff to build warm and trusting relationships with the children. Children behave well because there are clear expectations of their behaviour in place. They have good opportunities to develop high levels of independence, as equipment and toys are stored in a way that they can easily access them. Children spend a lot of time outdoors where they learn how to take risks safely and develop their physical skills.

Outcomes for children are good

All children are well supported to make good progress in their learning and development from their starting points. Children develop their independence and make choices in their play. They develop good social and communication skills and this prepares them well for the next stage in their learning and for school.

Setting details

Unique reference number	EY364585
Local authority	Northumberland
Inspection number	863816
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	8
Name of provider	North Tynies Childcare Ltd
Date of previous inspection	17 May 2012
Telephone number	01434 220716

Greenhaugh Pre-School has been registered since 2000. The pre-school employs two members of staff. Both hold an appropriate early years qualification at level 4 or 3. The pre-school opens Tuesday and Thursday term time only. Sessions are from 9am until 11.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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