

Greenfield Pre-School

Greenfield Primary School, Hill Street, STOURBRIDGE, West Midlands, DY8 1AL



Inspection date

17 November 2015

Previous inspection date

26 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are happy and settled. They confidently explore the inviting surroundings and readily help themselves to stimulating resources. Children feel that their views are valued as staff follow up their interests and include their favourite activities in sessions.
- The provider and staff interact well with children. They encourage and praise children so they are confident and want to take part. The provider and staff skilfully encourage children's attentive listening, turn taking when speaking and contributions to lively discussions. They imaginatively find ways to involve those children who find it more difficult to join in or to relate to others.
- There are positive relationships with parents. They comment on how welcoming the provider and staff are to families and children and how much their children enjoy attending the pre-school. Parents feel well informed about their children's care, activities and achievements. They follow up their children's learning at home, for instance, through the pre-school's book loan scheme.
- The provider's and staff's teaching and care are good. Effective staff performance and training procedures ensure they are all well-qualified, knowledgeable and confident in carrying out their duties. Staff have also enthusiastically taken on lead responsibility for different roles, such as safeguarding, special educational needs, equality and diversity and health and safety.

It is not yet outstanding because:

- Parents are not regularly involved in formal discussions about their children's future learning needs.
- Information sharing with the school about children's learning and development needs is at an early stage.

What the setting needs to do to improve further

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

- provide parents with more regular opportunities to discuss and plan for their children's next steps for learning
- extend information sharing with the school in order to strengthen assessment and planning for the learning and development needs of children who are moving on to full-time education.

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 provider who is also the manager.
- The inspector spoke to the provider, reception class teacher from the school, local authority early years representative, staff and children.
- The inspector looked at relevant policies and documentation including the provider's self-evaluation form, improvement plan and evidence of the staff's suitability and training.
- The inspector spoke to a small selection of parents during the inspection. She took account of their views and those of other parents from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The provider and staff have made significant improvements since the last inspection. They have acted on the advice of local authority early years support officers and used ideas from courses, good practice sessions and visits to other settings. There are effective procedures for checking staff's performance and children's progress. These ensure that teaching focusses on children's needs. The provider's plans for improvement include extending links with the school to consolidate assessment and planning, and raise the attainment of children due to start school. Arrangements for safeguarding are effective. The provider and staff attend training and often discuss safeguarding issues. They have a sound understanding of abuse, neglect and other issues affecting children's welfare. The provider and staff know what action to take if they have concerns about a child.

Quality of teaching, learning and assessment is good

Staff accurately assess children's starting points and ongoing development. They complete helpful progress reports. Parents are encouraged to discuss these with staff and to agree plans for their children's future learning. However, staff do not always talk to parents at other times about their children's current learning priorities. Staff effectively follow up children's interests and next steps for learning in rich, rewarding activities. Children enjoy learning and imaginatively develop their ideas during free-choice play. They are attentive and keen to join in adult-led activities and discussions. Staff successfully foster children's early literacy skills. Children make marks in different media, talk about and use initial letter sounds and recognise their names. Children enjoy and comment on well-told stories and rhymes. They eagerly use numbers for counting and comparing and explore colour, shape and size, for instance, when they play with dough.

Personal development, behaviour and welfare are good

The kind, attentive provider and staff reassure and settle children. They talk to the children about the pictorial timetable so they know what is happening next. Children behave well. Staff promote sharing, taking turns and good manners. Children eagerly help to put away toys, books and games. During interesting activities, children learn to respect each other's backgrounds and celebrate other people's lives and traditions. Staff effectively promote children's good health as they help them to see to their personal care and good hygiene. Children are well-nourished and enjoy regular active and outdoor play. They move with balance and control along a course they have made from stepping stones, hoops and tyres. Children behave safely and sensibly as they move around the premises and use tools and equipment. Staff help children to express their feelings and to be aware of issues relating to their personal safety.

Outcomes for children are good

The provider and staff ensure children are effective learners who are well prepared for school. They successfully help children who speak English as an additional language and disabled children and those with special educational needs to make the best possible progress. Overall, all children, including those in receipt of early education funding, make good progress in relation to their starting points.

Setting details

Unique reference number	EY469637
Local authority	Dudley
Inspection number	1005069
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	50
Name of provider	Sylvia Joy Nixon
Date of previous inspection	26 January 2015
Telephone number	01384817111

Greenfield Pre-School was registered in 2013. The pre-school employs six members of childcare staff who hold appropriate early years qualifications at level 2 or level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. Support is provided for disabled children and those who have special educational needs, and children who speak English as an additional language.

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

