

Greenmount Village Preschool

The Old School, Brandlesholme Road, Bury, BL8 4DS



Inspection date

14 January 2016

Previous inspection date

15 May 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

- Staff use their knowledge of children's interests and next steps in learning to plan exciting activities which motivate young children to learn. A good mix of child-initiated play and adult-led activities takes place throughout the session.
- Partnerships with parents are excellent. There is a shared approach to children's learning. Parents share children's achievements from home and staff support home learning in a range of ways.
- Relationships between children and staff are strong. Children are happy, confident and settled at the pre-school. Staff effectively support children's emotional well-being. They are warm, friendly and attentive to children and know them extremely well.
- The inviting environment is well resourced and well organised and supports the areas of learning. Children freely choose where they want to play.
- The manager and staff team are committed and have high expectations. They have worked hard to successfully address the recommendations raised at the previous inspection. The manager involves all staff, parents and children in the evaluation of the pre-school and they have clear plans for future improvements.

It is not yet outstanding because:

- There are fewer opportunities for children to learn about other people's cultures, abilities and differences.
- Staff do not yet have enough opportunity to reflect on and share good teaching practice.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about people in the wider world
- provide more opportunities for staff to further reflect on ways to strengthen their teaching practice and further enhance learning outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as a sample of policies and procedures 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 looked at written feedback to take account of their views.
- The inspector spoke with the manager, the chair of the committee, staff and children.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Systems for safe recruitment are in place and staff's ongoing suitability is checked. Staff are supported well when they first start through an in-depth induction period, to enable them to effectively understand their role. The manager has a good understanding of her roles and responsibilities. The arrangements for safeguarding are effective. Children's safety is given high priority. Daily risk assessments are completed of the pre-school and before children go on outings. Staff are knowledgeable about the signs and symptoms of abuse and know the procedures for reporting concerns. All staff hold appropriate early years qualifications. The manager has clear plans in place for staff to access additional training courses in order to help their professional development.

Quality of teaching, learning and assessment is good

The staff team are well qualified and experienced. The quality of teaching is good. Systems have been introduced for staff to observe, assess and plan for children and these are effective. Staff plan focused activities targeted at specific skills children need. For example, staff engage children in mark making to classical music. Children concentrate as they draw lines and simple shapes, developing early literacy skills. Staff are very knowledgeable and they extend children's learning well through conversation. Children listen to staff with excitement, asking meaningful questions to extend their knowledge. Staff have developed good relationships with other settings children attend, enabling them to work in partnership to best support children's learning. Staff encourage children to use mathematical language through play. For example, during outdoor play, staff hold hoops as children use positional language to describe where they are going to throw their ball.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are respectful in their relationships with children and are good role models. Staff effectively raise children's self-esteem. They consistently use specific praise and celebrate children's achievements. Children take a toy elephant home with them and then share their experience with the rest of the group. Children are delighted as staff read through their experience and ask children questions. This contributes towards the high levels of confidence children display at the pre-school. Children have many opportunities to develop self-care skills and independence. They access a cafe-style snack bar and choose from a range of healthy snacks. Children know that they have to wash their hands before eating and they talk about healthy foods with staff. All of this contributes towards promoting children's healthy lifestyles.

Outcomes for children are good

Children's learning is very closely monitored and any gaps in learning are swiftly identified. Children are well prepared for their next stage in learning and they make good progress from their individual starting points. Staff ensure that children are supported in transitions to school, both emotionally and through gaining the key skills that they will need.

Setting details

Unique reference number	316848
Local authority	Bury
Inspection number	1015792
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	31
Name of provider	Greenmount Village Pre-School Committee
Date of previous inspection	15 May 2015
Telephone number	01204886276

Greenmount Village Preschool was registered in 1982. The pre-school employs eight members of childcare staff. Of these, the manager holds Early Years Professional status, one member of staff holds an appropriate early years qualification at level 6, five hold level 3 and one holds level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children.

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