

Greenhill Pre-School

Greenhill Primary School, Mile Lane, Bury, Lancashire, BL8 2JH



Inspection date	14 January 2016
Previous inspection date	20 March 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

- Highly qualified staff have a good understanding of how children learn. Staff use their qualifications, knowledge and skills well to effectively teach and engage children in learning. Staff plan interesting experiences to meet the needs of all children and they make good progress.
- Staff are positive role models. Relationships between children and staff are strong. Staff are consistent with their expectations of children and use a bell to indicate a change in routine. This helps children to become familiar with what is expected and behaviour is good.
- Children arrive extremely happy and excited to play and learn. Attentive staff are responsive to children's needs. They carefully listen and offer support when needed.
- The outdoor facilities are good. Children benefit from access to the school grounds where they can learn to climb, balance and be physically active. Children develop a good awareness of keeping themselves safe and can take some supervised risks in their play.

It is not yet outstanding because:

- The current methods used to gather information from parents about children's learning and development are not fully successful.
- Occasionally, group activities are too long to keep all children engaged and fully hold their concentration.
- Self-evaluation does not always consider the views of parents and staff.

What the setting needs to do to improve further

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

- develop opportunities to consistently engage all parents in sharing information about their children's ongoing learning and development
- review the organisation of group activities and hold all children's interest and engagement
- strengthen self-evaluation further and consistently include the views of parents and staff.

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 spoke to the manager, members of the committee, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a selection of parents during the inspection.

Inspector

Layla Louise Clarke

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the experienced manager has successfully addressed the previous actions and recommendation. The manager is dedicated to continuing to improve the quality of the pre-school. She works with the committee and the local authority to make positive changes. The manager provides individual support for staff to increase their teaching skills. Staff benefit from one-to-one meetings, training and observations of their practice. Staff are confident in meeting the needs of all children. Safeguarding is effective. All staff are trained in child protection procedures. Daily checks on the premises help to keep children safe. The manager ensures that policies and procedures are understood and are used to support the smooth running of the pre-school.

Quality of teaching, learning and assessment is good

Children make good progress in relation to their starting points and capabilities. Children's literacy is promoted well. Staff use innovative ways to encourage children to form recognisable letters. This helps to support children's early writing skills in preparation for school. Staff capably promote children's understanding of mathematics. They ask children to consider how many bears are left if they take one away and play matching and sorting games with children. Staff ask meaningful questions and engage children in listening and speaking activities. Children respond animatedly and are developing into confident communicators. Staff have good expectations of children based on accurate assessments, which are regularly shared with parents.

Personal development, behaviour and welfare are good

The environment is inviting. Staff provide accessible toys and equipment to interest and challenge children and they are keen and motivated learners. Staff encourage children to make independent choices. Even children who are new to the pre-school feel emotionally secure due to a strong key-person system. Staff place great importance on developing children's confidence and self-esteem. Children construct models from a variety of materials. As they peel off tape and learn to use scissors, staff offer praise and encouragement. Children are delighted as staff display the completed models for everyone to see. Staff support children's awareness of being physically healthy. During active play outside they ask children to consider how they feel after exercise. A variety of healthy snacks are available. Children learn about respect and the diversity of others. Many displays and resources help them learn about the world. Arrangements for supporting the move to school are strong. The pre-school staff have an excellent relationship with the host school. Staff have developed good relationships with other settings that children also attend.

Outcomes for children are good

The manager monitors the progress of individual and groups of children. Assessments are used effectively, in order to plan for children's next steps, identify any gaps in their development and provide timely intervention. Children are making good progress in preparation for their next stages in learning and school.

Setting details

Unique reference number	316847
Local authority	Bury
Inspection number	1010566
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 - 4
Total number of places	20
Number of children on roll	33
Name of provider	Greenhill Pre-School Committee
Date of previous inspection	20 March 2015
Telephone number	07715 806216

Greenhill Pre-School was registered in 1992 and is run by a committee. The pre-school is open from 9am until 12 noon and 12.20pm until 3.20pm, during term time only. The pre-school receives funding for the provision of free education for two-, three- and four-year-old children. In total, a team of six staff work at the pre-school. Of these, five hold appropriate early years qualifications, including one member of staff with Qualified Teacher Status.

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