

Greenlands Pre-school

Brant Road Church Centre, Brant Road, Lincoln, Lincs, LN5 9AL



Inspection date	23 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 develop strong emotional attachments to friendly staff, who know them very well. They gain a good sense of belonging, and understand and follow familiar routines, for example, selecting their name to show their attendance.
- Children learn about the world around them from a wide range of experiences. They try out new foods, listen to stories from around the world and learn simple sign language.
- Children's independence is promoted very well. They are effectively supported to manage their own personal needs.
- Staff work closely with parents to help them support children's learning at home, helping promote consistency and continuity of care and learning.
- The manager has a clear understanding of her legal responsibilities and is committed to the ongoing development of the setting. She values the views of both staff and parents, in order to effectively evaluate practice. She works closely with her local adviser to outline clear action plans to lead improvement.

It is not yet outstanding because:

- Older children are not always able to participate to their full capability when using art and craft materials, particularly during planned activities.
- Opportunities for staff to reflect upon their own teaching practices and those of others are not fully successful to share good practice and further develop staff's professional skills.

What the setting needs to do to improve further

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

- enhance opportunities for older children to be able to be more involved with and create their own artwork and representations of the world
- build on the existing good systems for the monitoring of staff performance to strengthen and improve the consistency of teaching practice.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. 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

Sharon Waterfall

Inspection findings

Effectiveness of the leadership and management is good

There is a very strong team ethos. The manager and staff work effectively together to reflect on the quality of the provision and make constant improvements. Staff are actively involved in the organisation of the setting and in working towards improving quality. This is achieved through regular supervisions, meetings and by being involved with the detailed improvement plan. The arrangements for safeguarding are effective. Staff attend training that enables them to protect children's welfare. A high staff ratio that is well deployed ensure children are kept safe. Staff work well with other professionals and parents. Parents speak highly of the professionalism of the staff and how well they are kept informed of their children's development.

Quality of teaching, learning and assessment is good

The quality of staff interaction and teaching is good. Staff are full of fun and enthusiasm, helping keep children interested and motivated to learn. They have a secure knowledge of child development and the needs of children they care for. Staff make good use of the accurate information they obtain from observations to find out what children can do. They carefully track individual children's progress so they can quickly identify any gaps in their learning and seek appropriate support, if necessary. Children's mathematical development is supported well through daily routines and planned activities. Staff discuss with them shape, colour and size constantly. Children also count items and staff extend learning by asking questions about how many more are needed. There are many opportunities for children to practise mark making during the sessions, both indoors and outdoors. Learning is enhanced, as children have real fruit and vegetables in the role-play area and a wide range of tools to use in the play dough.

Personal development, behaviour and welfare are good

Staff provide a safe learning environment for the children to play, learn and explore. The key-person system is effective in promoting children's well-being and independence. For example, children self-register, make choices and address their personal needs successfully. Staff set clear boundaries to help children know what is expected of them. Children behave well. Staff use praise effectively to acknowledge positive behaviour. This helps to boost children's confidence. Staff display children's work where possible, contributing to their sense of pride. Children enjoy healthy snacks and have daily opportunities for physical activity. They celebrate various festivals and learn about people's differences.

Outcomes for children are good

Children make good progress in their learning from their starting points. Interventions for children who need them are swift and targeted. Children learn how to stay safe and use equipment safely. Their mathematical skills are developing well. Children are well prepared for school.

Setting details

Unique reference number	EY479047
Local authority	Lincolnshire
Inspection number	982357
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	32
Number of children on roll	20
Name of provider	Janice Diane Spratt
Date of previous inspection	Not applicable
Telephone number	07903574371

Greenlands Pre-school was registered in 2014. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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