

Greenleas Pre-School

Greenleas Primary School, Green Lane, Wallasey, Merseyside, CH45 8LZ



Inspection date

17 November 2016

Previous inspection date

19 September 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

- Children form strong bonds with the warm and caring staff. They are welcomed enthusiastically into the pre-school. This helps children to feel safe, secure and ready to learn, which supports their emotional well-being.
- Children's early literacy skills are supported well. They are developing a keen interest in reading and writing. Staff encourage children to practise their early writing skills during everyday play. For example, children take great pride in their attempts to write their names on the pictures they draw.
- Children make very good progress in mathematical development. Staff help children to count, identify colour, make comparisons about size and use positional language. For example, children are encouraged to count and compare the size and weight of toy bears as they attempt to balance weighing scales.
- Parents value the pre-school highly and feel well informed about what their children do and achieve. Very good and regular communication helps parents to know exactly what they can do to promote children's learning at home.
- Children's behaviour is good. Staff are kind and caring. They act as good role models. They encourage positive behaviour and use praise effectively to support children's confidence and self-esteem.

It is not yet outstanding because:

- Staff do not always make best use of information about children's individual interests to plan and organise activities so that they have the most-valuable learning opportunities.
- Although staff work well in partnership with other professionals, this has not always been organised in a timely manner to support children at the soonest opportunity.

What the setting needs to do to improve further

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

- review the planning and organisation of activities to make the most effective use of information about children's individual interests, so that children have the most-valuable learning experiences to help them make rapid progress.
- ensure that information is shared effectively with other professionals at the earliest opportunity.

Inspection activities

- The inspector observed the quality of teaching during activities 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, who is also the provider. She looked at relevant documentation, such as health and safety procedures and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their role in helping to keep children safe and secure, and of the procedures to follow should they have concerns. Staff supervision and appraisals are in place and training is sought to improve staff practice. Robust risk assessments are in place and all areas of the pre-school are safe and secure. Funding is used effectively to meet the needs of children who require additional support. For example, resources are purchased and additional training is sought. The manager has a clear vision for the development of the pre-school. Staff, parents and children are consulted and their views are considered when planning changes that help improve practice. For example, the manager has recently introduced systems to evaluate the progress that different groups of children make.

Quality of teaching, learning and assessment is good

Staff use regular observations to make accurate assessments of children's progress and attainment. They ensure that planning provides opportunities for children to develop skills and knowledge across all areas of learning. Staff, overall, understand how young children learn well. They provide lots of opportunities for children to refine their physical skills. Children roll dough, scoop sand and fill and empty jugs during water play. They enjoy taking part in fun, seasonal activities, planned to help them learn about the world around them. For example, children learn how to plant bulbs for spring and talk about the changing seasons. Well-qualified staff support children's communication and language skills effectively. For example, they use good questioning to further extend children's thinking and introduce them to new vocabulary.

Personal development, behaviour and welfare are good

Children form strong and secure emotional bonds with their key persons who they confidently seek comfort, help and reassurance from when they need it. They are keen to invite staff to join them in their play and show a strong sense of belonging. Children enjoy daily exercise and outdoor play and this helps support their physical development. For example, they learn to climb and balance, taking appropriate risks as they learn new skills. Snack times are positive learning experiences. Staff encourage children to be independent and they talk to them about healthy foods as they eat. The learning environment is stimulating, indoors and outdoors. Children are confident and motivated to select their own resources for play and learning.

Outcomes for children are good

All children make good progress towards the early learning goals. They listen attentively to others and are eager to make their own contributions to discussions. Children share and take turns with one another and are kind and respectful towards each other's similarities and differences. They learn about the natural world as they talk about changes in the weather and where polar bears live. All children, including those in receipt of additional funding, are well prepared for their next stages in development and acquire the skills they need for future learning.

Setting details

Unique reference number	EY309982
Local authority	Wirral
Inspection number	1059704
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 - 10
Total number of places	24
Number of children on roll	64
Name of registered person	Greenleas Pre-School Ltd
Registered person unique reference number	RP535261
Date of previous inspection	19 September 2012
Telephone number	078 388 47914

Greenleas Pre-School was registered in 2005. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The manager and deputy manager both hold a qualification at level 5. The setting is open each weekday, during term time only. Before- and after-school sessions operate from 8am to 8.55am and from 3.20pm to 6pm. Pre-school sessions operate from 9am to midday and from 12.10pm to 3.10pm. The nursery provides funded early education for two-, three- and four-year-old children.

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