

Little Greenfields Pre-School



Greenfields Church Hall, Greenfield Street, SHREWSBURY, SY1 2QD

Inspection date

6 March 2017

Previous inspection date

29 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- All staff have worked hard to address the weaknesses from the last inspection. Steps have been taken to check that all staff are suitable to work with children. The manager has recorded the necessary information to demonstrate how staff are vetted. She has sought advice from the local authority adviser on the improvements made.
- Self-evaluation is accurate. It shows the action taken to help improve practice. Staff are working together to identify areas for future improvement to help the pre-school maintain at least good quality teaching and care for children.
- Staffs' assessments of children's learning are robust and involve parents, in order to identify children's knowledge and skills from home.
- Staff plan activities that help children to learn in ways that challenge them. Children have high levels of engagement. They sit, listen and concentrate throughout activities.
- Staff use their experience and skills to help the youngest children become prepared for the next stage in their learning. The oldest children are taught the skills they need for school.

It is not yet outstanding because:

- Staff do not make the strongest possible links with other settings children attend, in order to enable them to share information about children's learning.
- Staffs' monitoring of children's learning does not yet identify the progress different groups of children make in their learning.

What the setting needs to do to improve further

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

- strengthen partnerships with other settings children attend to promote a more shared approach to supporting children's learning
- develop the monitoring of children's learning to identify how groups of children are progressing and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager regularly monitors staff training needs to identify when staff need to attend safeguarding training. She updates staff on changes to safeguarding legislation and shares her own knowledge of child protection at monthly staff meetings. All staff know how to report any concerns about the welfare of a child. The manager follows effective procedures to help ensure the safe recruitment of staff and regularly reviews staffs' suitability to work with children. Staff practice is monitored through 'job chat' meetings with the manager. Training that staff have completed has a positive impact on their teaching. For example, staff make good use of the skills learnt from training on supporting children who have special educational needs and/or disabilities. They work with individual children to help close any gaps in children's communication and language development.

Quality of teaching, learning and assessment is good

Staff engage parents well in children's learning. They encourage parents to continue children's learning at home. For example, when parents collect their children, staff give them children's early writing work from the morning activity. Staff explain to parents how they can promote these skills at home. Staff effectively plan activities that help children to learn about different celebrations and promote their understanding of the world. During group time, older children learn about the forthcoming celebration of Mother's Day and the tradition of giving a gift to your mother. They have planted flower bulbs in decorated pots to give to their mother's. Staff remind children what the bulbs will grow into by showing them pictures of the flowers. Children learn the difference between a bulb and a seed. Staff teach children how to care for the bulbs to help them grow. Children know to water the bulbs every day and take turns with the watering can to water each flower pot.

Personal development, behaviour and welfare are good

Children have strong relationships with staff and parents describe staff as 'lovely'. New children settle in quickly and staff work closely with parents to help children feel settled. Snacks provided to children are healthy. Young children develop their independence during mealtimes. They wash their hands by themselves and are learning how to drink from a cup with no lid. Children exercise and develop their physical skills inside, for instance, they play ball games and learn how to balance as they move across balancing equipment. Children's behaviour is good. Staff remind them of the behaviour rules, such as sharing the cars. They also take the time to sit with children and teach them safety rules. For instance, staff model and guide children on how to use scissors safely.

Outcomes for children are good

Children are imaginative. They pretend a door is broken and use the role play tools to fix it. They have good mathematical skills and count from the number line they have printed off using the computer. All children have a keen interest in books. They listen to stories and look at books independently. Older children are able to hold a pencil correctly to form recognisable letters.

Setting details

Unique reference number	EY452336
Local authority	Shropshire
Inspection number	1080028
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	32
Number of children on roll	22
Name of registered person	Little Greenfields Pre-School CIC
Registered person unique reference number	RP531903
Date of previous inspection	29 November 2016
Telephone number	01743358161

Little Greenfields Pre-School was registered in 2012. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens on Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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