

Greystones Pre-School

Greystones First School, Tullibardine Road, Sheffield, South Yorkshire, S11 7GL



Inspection date	15 February 2018
Previous inspection date	3 October 2014

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

- The pre-school committee supports the manager well in her role. Together they have a clear understanding of their roles and responsibilities to provide a high-quality service to the children and their families.
- Children learn good communication and language skills. Staff repeat what children say to them so that children can hear the pronunciation of new words to extend their vocabulary.
- Settling-in procedures are effective. The key person takes time to get to know children and their families. This successfully supports children's well-being.
- Staff effectively promote children's personal and emotional development. They regularly praise children, which helps boost their self-esteem. Children understand familiar routines, which helps to make them feel secure as they learn what staff expect of them.
- Staff provide exciting opportunities to learn about different places and cultures. Children enjoy learning about the celebrations for Chinese New Year.

It is not yet outstanding because:

- Staff do not maximise opportunities to encourage parents to build on their child's learning at home.
- The manager does not sufficiently focus staff's professional development to raise the quality of teaching even further to promote children's attainment at the highest level.

What the setting needs to do to improve further

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

- make better use of opportunities to engage parents in their children's learning
- strengthen the current arrangements for performance management of the staff to help to promote their professional development and raise the quality of their teaching.

Inspection activities

- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the provider.
- 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 manager.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of staff.
- The inspector talked to children, parents and staff and took account of their views.

Inspector

Dawn Barlow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures staff have a clear understanding of the signs and symptoms of abuse and neglect. They know who to contact to report any concerns and the procedures to follow. Staff understand wider safeguarding issues and the possible signs to look for. The manager thoroughly monitors children's progress, including specific groups of children. She takes swift action to address any gaps in children's learning. The manager has embedded self-evaluation in practice and everyone involved with the pre-school contributes ideas to help the continual improvement of the setting. Parents speak very highly of staff and the quality of provision provided for their children.

Quality of teaching, learning and assessment is good

Staff carry out careful observations of children's learning that enable them to make accurate assessments of what children can do and plan for their next steps. They offer a broad range of activities which covers all aspects of learning. Children recognise their name, link letters to their sounds and write some letters. Children's mathematical skills are developing well. Staff encourage children to count, compare sizes and solve number problems during their activities. They thoroughly enjoy singing their favourite number rhymes. Older children recognise when they have more or less items in a group and confidently recognise numerals beyond 10. All children enjoy exploring a range of textures and sensory experiences, such as lentils and play dough.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment for all children and their families. Children develop strong attachments to staff, who are kind, caring and sensitive in all their interactions. Staff are good role models, who help children to develop their understanding of good behaviour. They support children's independence. For example, staff encourage children to tidy away toys and put on their own coats. Children enjoy daily access to fresh air, which supports their good health and develops their physical skills. They learn to climb and balance on outdoor play equipment. Staff support children to learn how to manage risks and challenges for themselves.

Outcomes for children are good

Children make good progress in relation to their individual starting points. They develop good skills that help them to be ready for the move on to school. Children are learning to concentrate for longer periods. They are confident and show interest and enthusiasm in their learning.

Setting details

Unique reference number	EY319973
Local authority	Sheffield
Inspection number	1104447
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	30
Number of children on roll	61
Name of registered person	Greystones Pre-School Committee
Registered person unique reference number	RP906671
Date of previous inspection	3 October 2014
Telephone number	0114 2671111

The pre-school registered in 1995. It is situated on the site of Greystones Primary School in the Greystones area of Sheffield. The pre-school employs 11 members of childcare staff. Nine hold relevant childcare qualifications at level 3 and above, including one with early years professional status. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. A breakfast club is also available from 8am. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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