

Greenhills Pre-school

Marlborough Primary School, Tytherington Drive, MACCLESFIELD, Cheshire, SK10 2HJ



Inspection date

Previous inspection date

6 July 2018

9 July 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

- Children are happy and build trusting and meaningful relationships with adults.
- Children make very good progress. They are confident, inquisitive and eager to learn.
- Communication with parents is strong. There are many strategies used to encourage parents to share experiences and learning that happens at home. This leads to positive relationships with parents.
- Behaviour is excellent. Children have respect for the adults that look after them and fully understand the boundaries set.
- Children's learning is observed, assessed and planned for well. Systems in place to track children's progress are consistent and effective. Parents are regularly kept up to date with their child's progress.
- Children have access to a wide range of enriching activities. For example, they go on Gruffalo hunts in the nearby woods, and enjoy special visits from farm animals and the local supermarket.

It is not yet outstanding because:

- Sometimes, during whole group teaching activities, the youngest children do not benefit from high-quality learning activities in the same way that the older, more-able children do.
- Some adult-led activities are not planned in a way that best respects children's own choices.

What the setting needs to do to improve further

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

- ensure that the youngest children benefit just as much as older, more-able children during whole group teaching activities
- enable children to make their own choices during their play, ensuring that adult-led experiences are planned at an appropriate time as to respect children's wishes.

Inspection activities

- The inspector had a full tour of the setting, inside and outdoors.
- The inspector spent time observing the quality of teaching during activities inside and outside and assessed the impact this had on children's learning.
- The inspector met with five parents and listened to their views and opinions.
- The inspector took part in a joint observation with the headteacher of the pre-school to assess the quality of teaching and learning.
- The inspector held a meeting with the headteacher of the pre-school. She looked at relevant documentation, such as policies and procedures and evidence of the suitability of the staff working at the pre-school.

Inspector

Liz Fortune-Price

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a clear understanding of their role when keeping children safe and know how to report any concerns effectively. Since the last inspection, the headteacher of the pre-school has further developed the way that children's progress is reported to parents and other settings. Supervision of staff is good and staff feel valued and listened to. Staff access regular external training to further build on their knowledge and skills. The headteacher of the pre-school has a clear vision and staff work well together in the very established team. Parents spoken to on the day were extremely positive, noting the open-door policy, trusting relationships that they have built with staff and the eagerness of their children to attend. Staff work well with parents and provide ways for extending learning at home. For example, each day a child can borrow a 'book bag', which supports literacy at home using a focus story, props and puppets.

Quality of teaching, learning and assessment is good

Children are able learners. They have access to a wide range of exciting and interesting resources that helps support creativity and imagination. Children are eager to learn. Older, more-able children listen to adults carefully during whole-group tasks and have a thirst for more information. Staff know children well and plan effective activities, inside and outside, that promote learning in all areas. For example, children took part in a Gruffalo hunt in the nearby woods to spot the characters hidden amongst the trees. The children laughed, climbed, foraged and successfully completed the activity in teams. Mathematics is a strong focus throughout. There are appropriate and meaningful opportunities for mathematics daily. Numbers and counting are used well and older children confidently count to 18. Children test out theories about floating and sinking by making boats for toy characters and test them out in the water tray.

Personal development, behaviour and welfare are good

The well-qualified staff know children well and demonstrate how they meet their welfare needs naturally. Children feel happy, safe and secure. They excitedly take part in activities inside and outside. Independence is fostered well. For example, children attend to their own toileting needs, remembering to wash their hands afterwards. Children know how to keep themselves safe from harm and follow boundaries well. For example, younger children must graduate to using the larger, more challenging pieces of climbing equipment. The key-person system is effective. Staff seek key information from parents prior to children attending. Staff use this information support children when settling in.

Outcomes for children are good

All children make very good progress from their starting points. They are gaining the skills needed for future learning and to prepare them for school. Through positive reinforcement and trusting relationships, children develop a can-do attitude to learning. Children have good manners and respect each other. For example, they listen to each other's ideas when talking about what they want to be when they get older.

Setting details

Unique reference number	EY410017
Local authority	Cheshire East
Inspection number	1105111
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	31
Name of registered person	Greenhills Pre-school
Registered person unique reference number	RP907073
Date of previous inspection	9 July 2014
Telephone number	01625503980

Greenhills Pre-school opened in 1982 and re-registered in 2010. The pre-school is open Monday to Friday and offers two sessions per day. The first runs from 8.30am to 11.30am and the second from 12.30pm to 3.30pm during term time. A lunch club runs on Mondays, Wednesdays and Fridays between the hours of 11.30am and 12.30pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities and children who speak English as an additional language. There are five staff working directly with the children, four of whom have an appropriate early years qualification. The supervisor and her deputy are qualified teachers.

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