

# Greenmount Village Preschool

The Old School, Brandlesholme Road, Bury BL8 4DS



<b>Inspection date</b>	11 March 2019
Previous inspection date	14 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The acting manager and deputy manager have not secured consistently good practice and they have failed to identify emerging weaknesses. As a result, the quality of the pre-school has declined since the previous inspection.
- The committee and managers have only partially met the weaknesses identified at the previous inspection. For example, managers have not implemented effective arrangements to monitor and continuously improve the practice of the staff team.
- The quality of teaching is variable. Staff do not consistently support and extend all children's learning, particularly the most able, through play and activities.

### It has the following strengths

- Partnerships with parents are friendly and genuine. Parents are encouraged to support their children's learning at home. For example, children take home reading books. To promote this even further, staff provide guidance for parents on how to best promote their child's early reading skills.
- Staff have developed strong bonds with children. As a result, children arrive at the pre-school happily and ready to play. For example, children are beginning to recognise their names when they arrive during self-registration. This helps to promote their emerging literacy skills.
- Staff are making regular observations of children and are aware of any children who are at risk of falling behind. As a result, all children, including those who have or may have special educational needs and/or disabilities, are making typical progress in line with their age.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the manager and deputy manager have the skills and experience to lead the staff team in delivering the requirements of the early years foundation stage and to promote continuous improvement	10/05/2019
ensure that managers implement an effective system to build on staff strengths and consistently raise the quality of staff interactions with children.	10/05/2019

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

- improve the quality of teaching to a consistently good level so all children receive support and challenge, including the most able children.

### Inspection activities

- The inspector had a tour of the nursery and observed children during play indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and written comments.
- The inspector spoke with the managers, staff, members of the committee and children during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed the quality of teaching and the impact this has on children's learning and emotional well-being.

### Inspector

Stephanie Nixon

## Inspection findings

### Effectiveness of leadership and management requires improvement

The pre-school has had a recent period of unsettlement. The acting manager and deputy manager have yet to establish themselves fully in their roles. As a consequence, some of the staff have taken on aspects of the management role, including the monitoring of children's assessments. This has resulted in a lack of consistency in reporting procedures and some staff are unclear about who is responsible for certain management tasks. Self-evaluation is accurate and correctly identifies a lack of current support for staff's professional development. Nevertheless, managers, staff and the committee share a commitment to making the necessary improvements. They all share a genuine dedication to the running of the pre-school, that they describe as the hub of the community. Safeguarding is effective. Staff have completed recent safeguarding training and are fully aware of their responsibilities in reporting concerns for children's welfare.

### Quality of teaching, learning and assessment requires improvement

Staff are experienced and plan a suitable range of activities to build on children's interests. Staff promote a love of reading and favourite stories. Children thoroughly enjoy making the three little pigs' houses, using straw, glue and boxes. This helps to promote younger children's early literacy skills and creativity. However, staff do not consistently make the best use of the resources available to extend and challenge the most able children's communication and problem-solving skills. Children also enjoy preparation for a baking activity as they mix together flour, soap, pipe cleaners and oats. This helps them to learn new vocabulary, such as 'whisk, yolk' and 'spiky'. Children enjoy adult-led activities. However, at times during free play, children are not fully engaged in the learning opportunities available.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming learning environment. Even children who are very new to the pre-school arrive with confidence and are keen to participate. Clear routines provide familiarity to children who follow instructions and behave well. For example, children line up for their snack, serve themselves fruit and confidently peel their bananas. This helps to promote children's increasing independence. Children have opportunities to use their bodies in different ways to promote physical health. For example, they ride bikes and use hula hoops in the outdoor area and also access yoga sessions.

### Outcomes for children require improvement

Staff have ensured that assessments of children's learning are up to date. As a result, staff have a good overview of the progress children are making, including any gaps in learning. They work with other professionals, such as speech and language therapists, to ensure that any gaps are closing through tailored learning plans. Children are developing some of the skills they require to prepare them for the next stage in their learning, including the transition to school. During a letters and sounds activity children patiently take turns to choose a mystery item out of the bag and listen respectfully to their friends. However, the lack of clear leadership and inconsistencies in the quality of teaching is affecting the potential progress children could be making.

## Setting details

<b>Unique reference number</b>	316848
<b>Local authority</b>	Bury
<b>Inspection number</b>	10072845
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Greenmount Village Pre-School Committee
<b>Registered person unique reference number</b>	RP518338
<b>Date of previous inspection</b>	14 January 2016
<b>Telephone number</b>	01204886276

Greenmount Village Preschool was registered in 1982. The pre-school employs five members of childcare staff, who all hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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