

Greenlands Pre-school

Brant Road Church Centre, Brant Road, Lincoln, Lincs LN5 9AL



Inspection date	5 April 2019
Previous inspection date	23 February 2016

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

- Staff provide a wide range of opportunities for children to develop their literacy skills. For example, they encourage children to draw pictures and provide experiences for them to use their fingers to make marks in rice and lentils. Children make good progress with their early writing.
- Staff enable children to manage risks in their play. For example, they hold paper for younger children to cut using scissors. Staff provide children with safety knives to cut up fruit for snack time. Children learn how to use tools safely and demonstrate their independence.
- Staff find out about children's medical needs when they first start. They attend specialist training that helps them to promote children's individual health needs.
- Staff use a variety of ways to promote children's emotional development, particularly when they first attend. They invite children to attend settling-in sessions. This helps children to become familiar with the environment and staff.
- Staff work well with early years settings children also attend. They share information about children's learning with practitioners to help promote consistency in children's learning and development. All children, including those in receipt of funded early education, reach typical levels of development for their age.
- The manager and staff evaluate the provision well. Improvements made to teaching skills have a positive impact on helping children to extend their learning. For example, after staff read children a story about a pig building a house, they provide children with wooden blocks to build and construct a house. Children demonstrate good physical skills.
- Staff do not gather information from parents consistently to help them identify what children already know and can do when they first start.
- Staff do not provide parents with ideas consistently about how they can continue to support children's learning at home.

What the setting needs to do to improve further

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

- ask parents to share their knowledge of children's abilities when they first start, to help plan more precisely for children's learning
- provide parents with further opportunities to help them to develop their children's learning at home.

Inspection activities

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

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs of abuse and where to report any concerns they have regarding children's safety and welfare. The manager supports her staff well through, for example, staff and appraisal meetings. Staff attend training courses to extend their professional development. This helps them to deepen their knowledge of how to support children's literacy skills, for example by providing children with more opportunities to sing nursery rhymes to help develop their understanding of words that rhyme. Staff support children with special educational needs and/or disabilities well. They work with parents and other professionals to provide targeted plans to help children achieve in their learning.

Quality of teaching, learning and assessment is good

Staff use their experience and qualifications to provide good levels of teaching. Children make good progress in their development. Staff observe and monitor children's learning and identify what they need to learn next. They provide opportunities for children to be creative. Staff offer children a wider range of resources. Children use their imagination to create artwork. Staff support children to develop their mathematical skills. For example, they ask older children to add together groups of objects. Older children extend their understanding of numbers. Staff support children well to develop their understanding of the world, including their local community. They give children shopping lists and money when they take them to local shops. Children pay for food and develop an awareness of people who help them.

Personal development, behaviour and welfare are good

Staff help children to learn about a healthy lifestyle. They talk to children about the nutritious foods they offer them at snack time. Children learn about ingredients that are in different foods. For example, they say that pancakes contain eggs. Staff ensure that children receive fresh air and exercise daily. For example, children use their legs to move ride-on toys and to bounce on a trampoline. Staff plan activities that children are keen to join in. For example, they hide pictures of Easter eggs in the garden and ask children to find them. Children show a great sense of achievement when they find one. Staff provide opportunities for children to learn about similarities and differences. For example, they invite parents into the pre-school to show children clothes from other countries. Children learn about their own and other people's traditions and cultures.

Outcomes for children are good

Children behave well. They learn to share, for example, when they take turns to ride on toys outdoors. Children make good progress in their communication and language skills. They listen well, follow instructions and take turns in conversations. Progress checks for children aged between two and three years show that they are reaching the expected levels of development for their age. Children continue to progress well in readiness for their move on to school.

Setting details

Unique reference number	EY479047
Local authority	Lincolnshire
Inspection number	10076113
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	21
Name of registered person	Spratt, Janice Diane
Registered person unique reference number	RP516831
Date of previous inspection	23 February 2016
Telephone number	07903574371

Greenlands Pre-school registered in 2014 and is situated in Lincoln. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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