

Greenslade Preschool

Pound Lane, Nailsea, Bristol BS48 2NN



Inspection date	3 July 2019
Previous inspection date	6 October 2015

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

- The manager and staff work as a team to create a warm and welcoming environment. The effective key-person system helps staff to know their children well and supports children's personal, social and emotional needs. The dedicated manager leads the staff well.
- The manager monitors the quality of teaching and supports staff to undertake a range of continuous professional development opportunities. Children thoroughly enjoy taking part in singing sessions and learn to copy actions and words.
- Staff observe children's learning and track their developmental achievements. They share this information with parents in a variety of ways.
- Children's physical well-being is supported well. Children enjoy regular physical activity sessions and learn the importance of exercise. Children have a strong understanding of how to keep themselves safe in the sun. For example, they all know the importance of wearing a hat and drinking water when playing outside.
- All children make good progress. Parents comment that they feel well informed about children's care and development. Staff prepare children well for their move to school. The manager works closely with teachers in local schools and adapts activities in the pre-school to complement school routines.
- At times, staff do not consistently use all opportunities to challenge children effectively in their learning, to help them think and explore their own ideas.
- Parents are very complimentary about the pre-school and the experiences their children have an opportunity to take part in. Staff successfully involve parents in their children's learning. For example, they offer them suggestions for activities to continue learning at home. However, they do not complete written progress reviews, for all children between ages two and three. They do not inform these parents of their child's development and strengths, and identify if progress is less than typical.
- The manager's use of self-evaluation is not fully effective in identifying the improvements required to develop practice and ensure that statutory requirements are being met.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure that a written progress review, for all children between the ages of two and three, is completed and shared with parents.	04/09/2019

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

- make better use of all opportunities that arise to challenge children's learning to help them reach their full potential, in particular, to help children think and have their own ideas
- use self-evaluation more effectively to identify weaknesses within the provision and where action for improvement is needed.

Inspection activities

- The inspector observed the quality of staff's interactions and teaching with children as they played inside and outside.
- The inspector held discussions with manager, staff and children at convenient times during the inspection.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the manager and discussed the findings with her.
- The inspector checked evidence of suitability and qualifications of staff working within the setting.
- The inspector sampled a range of documentation, including children's assessment records, policies and procedures.

Inspector

Lin Harvey

Inspection findings

Effectiveness of leadership and management is good

Staff receive good support from the manager. They have a secure understanding of how to keep children safe from harm. Staff know what to do if they are worried about a child or have concerns about another member of staff. Safeguarding is effective. The manager evaluates the quality of the pre-school using a variety of assessments that involve children, staff and parents and recognises some areas to develop. However, there is no consistent system to identify any breaches in requirements. The manager uses regular supervision and discussions to monitor the quality of teaching and identify training opportunities.

Quality of teaching, learning and assessment is good

Staff make good use of what they know children enjoy and can do. Staff use information gathered from parents before their children start, to plan activities linked to children's interests that help them reach the next step in their learning. For example, children enjoy taking part in role play as they prepare to board an aeroplane to go on holiday. Children show that they listen to and can understand what others say. For instance, they respond quickly, go to their bags and put on their hats before going out in the sunshine. Children engage well in conversation. Children show this when they talk about building a tower using blocks and explore how they balance as the tower gets bigger. Staff encourage children to take turns effectively. For example, they learn to wait while other children use remote controls while playing with robots. Staff ensure that children with any special educational needs and/or disabilities are identified and supported. Staff work closely with external professionals so that any gaps in development steadily close.

Personal development, behaviour and welfare are good

Staff provide interesting activities that help children understand about the world around them. For instance, children learn to make ice cream and how to turn it from a liquid to a solid consistency. Staff support children's language development well, for example by introducing new words and talking through the activity as they play alongside children. Staff support children to follow pre-school rules and help them learn to keep themselves safe. Staff demonstrate this when they explain to children why they must not run inside and what may happen if they do. Children are supported to learn about acceptable behaviour. They are encouraged to take turns using equipment, such as battery-operated toys. A nutritional snack is provided and fresh drinking water is always available. Teachers are invited into the pre-school to help prepare and support those children starting school. All children access the large well-resourced outdoor area where their physical skills are challenged through exciting activities.

Outcomes for children are good

Children make progress that is appropriate for their age. Children develop good self-care skills. For example, all children independently access the toilet, wash their hands and pour their own drinks. Children have developed a wide vocabulary. They use their good language skills as they talk to others and confidently demonstrate what they know. Children gain the key skills and attitudes they need to be ready for school.

Setting details

Unique reference number	115259
Local authority	North Somerset
Inspection number	10060506
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	24
Number of children on roll	49
Name of registered person	Greenslade Pre-School Committee
Registered person unique reference number	RP517983
Date of previous inspection	6 October 2015
Telephone number	01275 858359

Greenslade Preschool registered in 1972. It is run by a voluntary management committee. The pre-school operates from purpose-built premises on the site of Kingshill Church of England Primary School in Nailsea, North Somerset. The pre-school is open from 8.30am to 5.30pm, Monday to Friday, during term times. The pre-school employs eight members of staff; four staff hold qualifications at level 3. The pre-school receives funding for free early years education for children aged two, three and four years.

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