

Inspection of Greenhill Pre-School

Mile Lane, Bury, Lancashire BL8 2JH

Inspection date: 15 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the pre-school. They show a strong sense of security and belonging as they foster positive relationships with staff and other children. They enjoy their play, which combines both adult-led and child-initiated activities. Staff have high expectations of children and continuously challenge them in their knowledge and understanding. They make good use of planned and spontaneously occurring situations to extend children's learning and development. For example, when playing a board game, staff take the time to explain that an omelette is made of eggs. Children count confidently and clearly understand numbers that are important to them, such as their age. They enjoy problem-solving, such as working out who is the youngest. They discuss with staff the month that they were born to find out who is to go first in a group game. Children enjoy using their imagination as they play in the home corner using real-life objects such as china tea sets and wooden utensils. The highly committed managers have introduced many positive changes to the pre-school. However, the recently revised arrangements for identifying what children need to learn next are not fully embedded to help children make the best possible progress.

What does the early years setting do well and what does it need to do better?

- Staff plan and provide a stimulating range of activities that encourage children to explore and to be curious. Staff capture, with parents' consent, electronic observations of children enjoying activities. They ensure that experiences reflect children's individual interests. Staff use this knowledge to identify emerging gaps in children's learning. However, this process is not always completed in a timely manner to help truly accelerate children's progress.
- Children thoroughly enjoy being creative. Staff provide lots of opportunities for children to use craft materials and develop skills using scissors, glue, paintbrushes, pencils and crayons. They encourage children to talk about the pictures they are making. Children are supported to develop their own thoughts and ideas as they explore different media. They particularly enjoy experimenting with water while adding fruit tea bags, lemons and oranges.
- Excellent attention is given to children's emerging communication and language skills. Staff talk to children as they play, ask questions and model conversations. They extend sentences using descriptive language and use repetition to reinforce understanding. Stories are told with great enthusiasm. Staff successfully use props to ignite children's interest in songs, rhymes and books. This helps to nurture children's love of literacy.
- Children develop very healthy lifestyles. They follow stringent hygiene procedures as they diligently wash their hands for meals and snacks. Staff talk to children about the effect food has on their bodies. For example, staff explain that children need to drink milk to have strong teeth and bones. Children show a

love of exercise as they play energetically outside in the fresh air.

- Children behave well because staff are attentive to their needs and join in with their play. Children are encouraged to develop sociable and acceptable behaviour and have helped to create the pre-school's values. They are beginning to share and take turns and demonstrate a kindness and concern for others.
- Staff have worked extremely hard to develop the ways they share information with parents. They have introduced 'wow' moments and an online learning tool, which help encourage parents to contribute information about what their child is learning at home. They have also implemented parents' evenings, newsletters and communication books, to ensure parents are kept well informed.
- Staff seek to gather detailed information about children's existing skills and abilities when children first start at the setting. However, this information is not always obtained swiftly enough to help inform the curriculum and the planning of activities from the outset.
- The dedicated pre-school managers are passionate about their role and demonstrate high levels of ambition and drive. They seek and act upon feedback from the local authority advisory team, staff and parents as they continuously evaluate the pre-school. The managers have created a culture of reflective practice and staff share their ethos and vision to provide high-quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

Robust safeguarding policies and good staff awareness and understanding about safeguarding procedures help ensure that children are kept safe and secure at the setting. For example, staff have attended relevant training to support them in the identification of possible signs and symptoms of abuse. Furthermore, all staff confidently communicate the procedures they would follow if they had concerns about a child's welfare or the practice of a colleague. Staff are deployed effectively and supervise the children well. Robust recruitment and vetting procedures help to check that all staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- refine the way in which information is obtained from parents to ensure that it is up to date and reflects children's current skills and abilities
- embed the recently revised process for identifying next steps in children's learning and ensure that these are identified in a timely manner to promote children's excellent progress.

Setting details

Unique reference number	316847
Local authority	Bury
Inspection number	10072844
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 to 3
Total number of places	20
Number of children on roll	23
Name of registered person	Greenhill Pre-School Committee
Registered person unique reference number	RP910015
Telephone number	07715 806216
Date of previous inspection	14 January 2016

Information about this early years setting

Greenhill Pre-School registered in 1992 and is run by a committee. The pre-school is open from 8.45am to 3.45pm, during term time only. The pre-school receives funding for the provision of free education for two-, three- and four-year-old children. Four staff work at the pre-school. Of these, three hold appropriate early years qualifications at level 3, with one of the managers holding qualified teacher status.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector and the managers completed a learning walk around all areas of the pre-school and discussed how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector observed the interactions between staff and the children and considered the impact these have on children's learning.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to parents and children during the inspection and took account of their views.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019