

Inspection of Greyfriars Pre School

Greyfriars Community Centre, RINGWOOD, Hampshire BH24 1DW

Inspection date: 13 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff greet parents and children warmly as they arrive. Children settle quickly and explore the attractive and welcoming environment. They make good progress and staff have high expectations for them all.

Managers and staff are enthusiastic. They patiently interact with children and plan activities around their interests. For example, children's interest in dinosaurs is encouraged as they draw, colour and cut out dinosaurs. This supports their hand-to-eye coordination. Children create their own stories with dinosaurs in the sand tray. Staff adapt their interaction to encourage children's individual skills.

Staff understand the importance of improving children's communication and language skills. They implement effective small-group language activities for all children and monitor their progress closely. Staff ask questions, listen attentively and model language clearly. Good communication is further enhanced as staff use sign language alongside the spoken word.

Children behave exceptionally well and demonstrate an increasing awareness of safe behaviours. For example, with the help of their 'special bear', they risk assess the garden and identify any potential hazards. They enjoy this responsibility and are eager to participate. Staff use innovative ways to help children express how they feel and manage their emotions.

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

- The management team and nominated person support the staff effectively. They ensure the well-being of the staff, who benefit from regular supervision. Staff are happy and committed to their work. Staff turnover is low, providing continuity in children's care.
- Staff seek information from parents about children's activities and experiences at home. They use this to encourage conversation with children. Staff share ideas with parents to support children's development. For example, they share rhymes and songs to encourage recall and language development.
- Staff provide attractive resources and displays that encourage children to explore mathematical concepts. However, staff do not consistently use mathematical language in their interactions or teach children to count effectively.
- Staff actively encourage children to learn about leading healthy lifestyles. For example, staff talk with children about why good hygiene routines such as nose blowing are important. Children help themselves to healthy snacks and talk about their food.
- Staff patiently encourage children's independence. For example, children learn to

put on their coats and fasten the zips. At lunchtime they learn to open the various packages in their packed lunches. This builds children's self-confidence and self-esteem.

- Generally, children benefit from the high staff-to-child ratio. However, some activities are undertaken as a large group and because children's abilities vary some children find it difficult to concentrate. This means they miss out on valuable learning.
- Children enjoy listening to stories and learn how to use books with care. They frequently request their favourite stories. Various mark-making activities encourage the skills children will need to learn to write.
- Staff encourage creativity as children experiment with paint, mix colours and feel the texture of the paint on their fingers. Children become engrossed in role play, for example, they pretend to serve nuggets and chips from the playhouse. Staff listen and respond. They enter into the role play, extending the conversations.
- Staff form positive working relationships with parents and professionals. This helps them to meet the individual needs of each child, including those with special educational needs and/or disabilities. Parents comment very favourably on the high quality of the pre-school. They feel well informed and know that their children are making good progress in preparation for school.
- Staff carefully plan the environment to encourage physical development. For example, outdoors, children run and walk on the different surfaces, dig in the sand and carry things. Indoors, children undertake some activities on the floor, enabling them to stretch and reach, and others where they stand, increasing coordination and balance.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure knowledge and understanding of their safeguarding role. All staff complete safeguarding training and are aware of the wider issues related to child protection and the 'Prevent' duty. Staff understand the procedures to follow if they have a concern about a child's welfare or a colleague's behaviour. Fire drills are undertaken each term and risks are assessed and managed effectively. Information about allergies is obtained and respected. Appropriate checks are undertaken to ensure staff and committee members are suitable for their role. Security in the pre-school is good.

What does the setting need to do to improve?

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

- develop further the staff team's awareness and understanding of how to encourage children's mathematical skills
- improve staff deployment to ensure children benefit from the high staff-to-child

ratio, particularly in group activities.

Setting details

Unique reference number	511532
Local authority	Hampshire
Inspection number	10108524
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	60
Name of registered person	Greyfriars Pre-School Committee
Registered person unique reference number	RP524356
Telephone number	07852 342312
Date of previous inspection	11 September 2013

Information about this early years setting

Greyfriars Pre School opened in 1961. It is community based and run by a committee. The group operates from Greyfriars Community Centre in the centre of Ringwood, Hampshire. The pre-school receives early education funding for children aged two, three and four. It is open from 8.30am to 3.30pm, Monday to Friday, in term time. Sessional care is available. There are 11 staff with early years qualifications. Eight members of staff hold level 3 qualifications and other staff hold level 2, 4 and 5 qualifications.

Information about this inspection

Inspector

Lynne Lewington

Inspection activities

- The inspector accompanied the supervisor on a learning walk where she was introduced to staff, and discussed safety in the setting, the resources and the aims of activities they provide.
- The inspector observed a planned activity with the supervisor and discussed the quality of teaching and learning.
- The inspector spoke with the manager, parents, staff, children and the nominated individual during the inspection and took into account their comments.
- A variety of documents and records provided by the manager were reviewed.
- The inspector observed the interaction of children and staff at play and assessed the quality of teaching and its impact on children's learning.

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.

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