

Inspection of Greenacre Preschool

Barlows Road, Tadley, Hampshire RG26 3NA

Inspection date: 21 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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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

Children thoroughly enjoy coming to pre-school. They know the routines and settle quickly into their learning and play. They are warmly greeted by staff as they enter the setting and register themselves by placing their named label on a board. Children then choose from a range of interesting activities. The pre-school is an attractive and highly stimulating environment with a positive and welcoming atmosphere. Staff set high expectations of how children should behave and establish strong relationships with them. Children are safe in the setting and grow in confidence. They listen to others, try hard and look after things. Children are well behaved and kind to others. Children are keen to participate in the broad range of learning activities provided. They show curiosity and independence in their learning. For example, after being inspired by a story about a witch, children had fun mixing a potion of blue liquid and toy spiders, snakes and grass hoppers. They selected their ingredients and handled containers and pouring jugs with increasing control. The manager and staff have built a good rapport with parents. Parents comment that the pre-school staff are approachable and keep them well informed about their child's progress. The pre-school works well with other providers. Children are well prepared for school.

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

- The manager shows ambition and determination in providing a well-designed curriculum that enables children to make good progress in all areas of learning. The manager and staff work together as a team in providing good-quality education and care.
- Positive steps have been taken to tackle the improvement point from the previous inspection. Children now have increased opportunities to gain knowledge of their local and wider community. For example, children have acquired an understanding of how the police, nurses and bus drivers help them. They celebrate a range of festivals, including Diwali and Chinese New Year.
- Each member of staff oversees a small group of children. This is an effective system and the key person knows each child well. Children with special educational needs and or/disabilities are accurately assessed. These children receive strong guidance and support and they make good progress.
- All members of staff engage in dialogue with the children. Adults model language well and introduce children to new words. Children make good gains in speaking and listening.
- Children enjoy books. They love having stories read to them, such as 'Room on the Broom', which a story about a witch. They listen to stories with increasing attention and recall. They remember the characters, events and words. Children are imaginative, such as when they dressed up in witch costumes and successfully acted out an extract of the story.

- Children are developing good early writing skills. They choose from a range of writing implements available and receive good guidance to help them practise writing.
- In mathematics, children have numerous opportunities to apply and practise counting skills. They talk about the size of objects and classify items. For example, they successfully arranged rectangular strips of paper as 'long', 'short' and 'shortest'.
- The pre-school has induction procedures for new staff and professional development opportunities to improve the knowledge and skills of all staff. For example, training in developing children's language and the importance of play has had a positive impact on children's progress. However, procedures to ensure that new members of staff are fully aware of professional development opportunities are not embedded.
- There are some minor inconsistencies in the quality of teaching. On occasions, learning activities are not sufficiently challenging to extend the most able children.
- Administrative staff contribute to the smooth running of the setting. This arrangement enables the manager and early years practitioners to focus on the quality of education for children. The pre-school has an efficient system for assessing and recording children's learning.
- Children have good opportunities to enjoy fresh air and to participate in physical activities. For example, they practise stretching exercises and dance routines. They enjoy healthy snacks. The manager and staff have established good hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff take effective steps to ensure that children are safe in the setting. There is regular training to help staff keep up to date with safeguarding issues. The manager and staff know what action to take should they ever have any concerns about a child's welfare. Recruitment procedures help to ensure that new staff are appropriately qualified and safe to work with children before they are appointed to the pre-school.

What does the setting need to do to improve?

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

- ensure that teaching consistently challenges and extends the most able children and helps them to make the best possible progress
- build on the professional development of staff, especially new staff, to help ensure that the quality of education and care is consistently high.

Setting details

Unique reference number	EY345852
Local authority	Hampshire
Inspection number	10108640
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 4
Total number of places	27
Number of children on roll	50
Name of registered person	Greenacre Pre-School Community Interest Company
Registered person unique reference number	RP526703
Telephone number	0118 9811010
Date of previous inspection	29 June 2015

Information about this early years setting

Greenacre Preschool registered in 2007. It operates from a unit within the grounds of Bishopswood Infant and Junior Schools in Tadley, Hampshire. The pre-school is open each weekday from 8.45am to 3.45pm during term time only. It employs 13 staff, seven of whom hold relevant early years qualifications between level 3 and level 5. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Derek Watts

Inspection activities

- The inspector observed a range of indoor and outdoor learning activities across the pre-school.
- The inspector and the manager completed a learning walk and joint observations.
- The inspector held discussions with the manager, staff and parents during the inspection.
- The inspector examined a range documentation, including policy statements and safeguarding records.
- The inspector discussed and reviewed evidence of staff recruitment, development and training.

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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