

# Inspection of Greenmount Village Preschool

The Old School, Brandlesholme Road, Bury BL8 4DS

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Inspection date: 9 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff welcome children in an enthusiastic and friendly way. Children show that they are confident and happy as they rush into the building and excitedly take their coats off. They share lovely, positive relationships with the genuinely kind and nurturing staff. This contributes to children's positive self-esteem. Staff support children to be independent during their time in the setting. For instance, children select their own snack and pour their drinks. They learn to know what they like and dislike, and this helps to build their confidence.

This is a safe, busy and fun setting. The learning environment is interestingly arranged both inside and outdoors. Staff invest time and attention to ensure that children experience challenging and exciting games and toys. Children remain enthused and engaged in their learning. For example, they enjoy playing in a 'pet shop' area which is enhanced with factual leaflets, grooming equipment, books and soft animal toys. Children are inspired and curious in this area of the provision and use their imagination as they eagerly explore. There is a good mix of adult-led and child-initiated play within this setting. Children enjoy focused group activities delivered by knowledgeable staff. For example, a 'letter and sound' session helps to extend children's already good language and literacy skills. Children also enjoy time and space to explore independently and choose toys they wish to play with. They have fun, and learning is well supported.

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

- The manager and the entire staff team have worked hard to address weaknesses identified at the last inspection. The quality of teaching and learning has been significantly improved through a number of strategic changes to practice. For instance, the environment and resources have been redesigned and reorganised to include designated learning areas, and significant training has been attended by staff to build their skills. Standards have been significantly raised and the quality of the provision is good.
- Teamwork is a key strength of this setting. The staff share information well, delegate tasks between each other and communicate effectively. This good teamwork helps to ensure the smooth running of the setting.
- Parents and grandparents are highly complimentary about the quality of the setting. They comment that their children are happy and praise the dedicated staff for the kind and affectionate attention they offer children. Partnership working with parents is good.
- Staff well-being is given high regard. Staff collectively meet as a team to share their ideas and discuss the challenges in their daily roles. They meet with their manager regularly at supervision meetings. Staff workload is carefully monitored to ensure their ongoing personal welfare. Staff are happy and motivated.

- Simple and effective strategies are in place within the setting to promote children's good behaviour. Children receive 'star of the week' accolades and regular stickers to acknowledge when they try hard and behave well. Children enjoy regular and meaningful praise, and their self-esteem and confidence are well fostered.
- Children of all ages enjoy mixing together. Older children are actively encouraged to help younger children, who look up to their older peers with respect. Children's friendships flourish and they are socially confident.
- Children make good progress in mathematics. For example, when they chop strawberries at snack time, they learn about fractions and simple arithmetic as they discuss whole, half and quarter quantities.
- Staff help children to develop their communication skills. They listen to children's comments and engage in discussions about children's games. This is a language-rich environment.
- Children truly learn through their play in this setting and make good progress. They remain busy and play with engagement and curiosity. However, sometimes adult-led activities are planned to largely entertain children and teaching is not always closely targeted to support children's next steps in learning.
- Children are safe and happy in the setting and staff are continually attentive to them. However, sometimes, routines do not always offer flexibility to quickly respond to children's changing needs. For example, some children who wish to play indoors are asked to remain outside until the playground session is complete. They wait to move indoors and are not engaged in learning during this delay.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities to protect children from harm. Knowledge extends to include wider safeguarding concerns, such as the 'Prevent' duty, radicalisation and extremism. Children's safety and welfare are protected by attentive staff and well-implemented policies. For example, a strict policy is enforced to ensure no mobile telephones are used by visitors or any adults in the setting. Children play and learn in a safe space.

## What does the setting need to do to improve?

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

- focus teaching even more precisely around children's next steps, particularly during planned, adult-led activities
- support staff to adapt daily routines more effectively so they are more responsive to children's needs, for example during times when children play indoors and outside.

## Setting details

<b>Unique reference number</b>	316848
<b>Local authority</b>	Bury
<b>Inspection number</b>	10100960
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Greenmount Village Pre-School Committee
<b>Registered person unique reference number</b>	RP518338
<b>Telephone number</b>	07923 555 529
<b>Date of previous inspection</b>	11 March 2019

## Information about this early years setting

Greenmount Village Preschool registered in 1982. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Jacques

## Inspection activities

- The manager showed the inspector around all areas of the building. The inspector viewed the organisation of the environment and the safety measures in place.
- The inspector spoke with the manager, children, staff, local authority adviser and committee members during the inspection.
- A range of documentation was sampled by the inspector, including written action plans, evidence of suitability checks and training records.
- The inspector observed activities both indoors and outside, and evaluated the impact teaching has on children's learning.
- The inspector spoke with parents and grandparents during the inspection and took account of their comments.

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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