

Inspection of Greenleas Pre-School

Greenleas Primary School, Green Lane, Wallasey, Merseyside CH45 8LZ

Inspection date:

30 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and greet staff eagerly as they enter this pre-school. However, children's learning experiences vary. While staff are extremely motivated, some staff lack knowledge and confidence to effectively implement the curriculum. Staff do not always know a lot about the children that they work closely with and are not consistently sure what children need to learn next. Staff interactions with children are variable and do not always help children learn. Some staff are not skilled or experienced in recognising opportunities to extend children's learning as they play. Therefore, children are frequently not engaged in meaningful activities.

Although there are areas that require improvement, there are also positive aspects of practice. Children are happy as they play with their friends. They have a safe outdoor space to run about, climb and develop their physical strength. Children play imaginatively and recreate experiences from home. They show caring attitudes as they feed dolls and make pretend meals for each other. Children are always supervised. This means children are safe in their environment. Following the COVID-19 pandemic the manager has placed priority on improving children's behaviour. However, the strategies used by staff do not always help children to understand what is expected of them. This means children are sometimes unsure of how they need to act.

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

- The provider ensures that there are always enough adults present to effectively supervise children and ensure their safety. However, staff do not consistently support children's learning. Staff are not always clear on what children need to learn next. This means children do not always learn skills in the most effective order.
- The curriculum is not consistently implemented to prepare children for the next stage in their learning. At times, children are engaged, and they develop a love of reading through fun, interactive story times. However, children's independent play is frequently interrupted to complete adult-led activities. Sometimes, children become bored as they sit and wait to learn. This does not prepare children for when they start school.
- The staff team are positive and motivated. They support leaders completely and work extremely hard. Staff have regular meetings with leaders to discuss their practice. However, feedback and professional development opportunities offered to staff do not always focus on improving the quality of teaching. As a result, teaching is variable.
- Children do not always understand how staff expect them to behave. This is because leaders have designed the setting's rules to focus mostly on what children should not do rather than promoting positive behaviour. Children know

that if they do not follow the rules their name will be placed on a rain-cloud picture. Children become upset by this approach and do not develop a clear sense of right and wrong.

- The support that children with special educational needs and/or disabilities (SEND) receive is a strength of the pre-school. The special educational needs coordinator is passionate about her role and seizes every opportunity to develop her knowledge. External support is sought, and interventions are quickly implemented. Parents are given support to help children learn at home. This helps children with SEND to make good progress.
- Children wash their own hands, manage their personal care needs and wipe the tables ready for snack. They enjoy the responsibility of passing out cups, pouring drinks and serving their own fruit. These experiences help promote children's confidence and independence.
- The manager and staff have established positive and respectful relationships between themselves, parents and children. Parents are extremely happy with the nursery. They explain how leaders are always ready to help and that the support they offer is 'invaluable'. This helps parents and children to feel secure.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate a child is at risk of harm. Staff ensure that children are able to play in a safe and secure environment as they complete regular and in-depth risk assessments. Children have learned to keep themselves safe in their play. All members of staff have paediatric first-aid qualifications, so any incidents or accidents can be confidently dealt with.

What does the setting need to do to improve?

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

	Due date
improve staff knowledge so they fully understand the intent of the curriculum, ensuring all staff implement this effectively.	15/12/2022

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

- strengthen staff development and feedback to enhance the quality of teaching

to a consistent level across the nursery

- develop the curriculum so children learn based on what they already know and can do
- enhance behaviour management strategies to better support children's understanding of positive behaviour.

Setting details

Unique reference number	EY309982
Local authority	Wirral
Inspection number	10233318
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 at time of inspection	2 to 3
Total number of places	24
Number of children on roll	21
Name of registered person	Greenleas Pre-School Ltd
Registered person unique reference number	RP535261
Telephone number	078 388 47914
Date of previous inspection	17 November 2016

Information about this early years setting

Greenleas Pre-School is based in Wallasey and registered in 2005. Sessions are from 9am until 3pm, term time only. The centre employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and one holds a qualification at level 5. One member of staff also has early years teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated its effectiveness together.

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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