

Inspection of Little Greenfields Pre-School

Greenfields Church Hall, Greenfield Street, SHREWSBURY SY1 2QD

Inspection date: 14 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised due to weak safeguarding procedures. The provider has not supported new staff effectively to understand their duty to safeguard children. That being said, children are happy to attend the setting. They settle quickly and want to play with their friends. The children's key person has a suitable knowledge of them. Children develop a close bond with staff that supports their transition and emotional development.

Teaching is variable and this hinders the progress that children make. Staff plan activities around the children's interests. However, staff do not plan learning experiences that consistently spark children's curiosity and engagement. For example, children play with play dough and access a range of utensils. They initially enjoy squashing and squeezing the play dough. They cut shapes and staff discuss these, and encourage children to name the shapes. However, staff do not recognise when children have lost interest in the activity. Children become bored, they disengage and wander off.

Children enjoy opportunities to be independent. They collect their own lunch boxes, and put on their coats to go outdoors. Children develop a sense of responsibility and enjoy helping out with daily routines, such as handing out plates to their friends at snack time.

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

- The manager fails to give new staff effective induction to ensure they understand their roles and responsibilities to safeguard children. This compromises children's safety. Although staff receive regular supervision and some training, this is ineffective in supporting them to develop consistently good teaching skills.
- Staff plan activities around the children's interests. However, the manager does not effectively monitor the quality of teaching and the impact this has for children. The curriculum lacks ambition and focus. At times, children are not interested in the activities planned and their learning is not consistently meaningful.
- The quality of teaching varies and children's learning is not consistently good. For example, staff encourage children to sit and listen. Children play musical lotto and listen carefully to the sounds of the animals. Staff create anticipation about what is coming next, and children shout out excitedly when they hear the sound. This helps to develop children's listening and concentration skills and children engage in their learning. On other occasions, children try to mix colours with the play dough. Staff stop this and tell them not to do this. This stops children's natural curiosity and experimentation. They then become dis-engaged

and wander off.

- The children's key person plans their individual next steps in learning. However, staff do not make effective use of their observations of children's achievements to plan learning experiences that are matched well to children's stage of development and their interests. Staff plan some activities that are set above the children's current learning. At times, staff do not ensure that children have a secure understanding before introducing new knowledge. At other times, staff do not adapt their teaching when children's play becomes repetitive and they are not challenged enough.
- Staff support children's health effectively. For example, they encourage children to wash their hands after using the toilet and before eating meals. Children enjoy the healthy snacks provided. Staff work with parents to encourage them to provide children with a healthy lunch box.
- Parents are happy with the setting. They tell the inspector how they feel well supported by staff. The manager has a new on-line system, which gives parents daily information regarding their child's play and care. They understand what staff are working on with their children, and so they can further support it at home. Staff collect children's starting points from parents and use this in their planning of activities.
- Most children behave well. Staff remind children of the rules, and children follow staff's instructions. Children are well mannered and say please, and thank you. They learn about being kind to their friends and how their actions can hurt the feelings of others.

Safeguarding

The arrangements for safeguarding are not effective.

Managers have not taken appropriate action to keep children safe. The manager and existing staff have secure knowledge of safeguarding children. However, the manager has not provided new staff with an effective induction to ensure they understand the safeguarding policy. New staff members have not received training to ensure they know how to report a concern about a child and about the conduct of another member of staff. This being said, the setting is clean, equipment is well maintained and staff complete regular risk assessment, so that the areas that children use are safe. The manager deploys staff effectively and ensures that ratios meet the requirements.

What does the setting need to do to improve?

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

	Due date
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implement effective induction and training to ensure that all staff understand the policy and procedures to safeguard children	16/12/2022
improve the monitoring of staff practice and professional development to support staff to develop effective teaching skills that motivate children to learn and help them to make good progress	16/12/2022
develop an ambitious curriculum that sequences the knowledge and skills that children need to help them to make good progress	16/02/2023
improve the monitoring of children's achievements to plan purposeful learning experiences that engage and challenge children to make the progress they are capable of.	16/02/2023

Setting details

Unique reference number	EY452336
Local authority	Shropshire
Inspection number	10235943
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	28
Number of children on roll	20
Name of registered person	Little Greenfields Pre-School CIC
Registered person unique reference number	RP531903
Telephone number	01743358161
Date of previous inspection	6 March 2017

Information about this early years setting

Little Greenfields Pre-School registered in 2012. They employ five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The nursery operates term time only. Sessions are available Monday to Friday from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Smith

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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