

Inspection of Greenways Pre-School

Methodist Church Hall, The Green, Upper Hale, Farnham, Surrey GU9 0HJ

Inspection date: 25 April 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school excited for their day ahead. They confidently choose an activity and engage with purpose. Children learn useful skills and make good progress in readiness for school.

Children build meaningful relationships and demonstrate they feel safe and secure. They confidently seek adults to share their achievements. Staff respond with delight and enthusiasm. Children talk about experiences at home, such as having a new baby in the family. Staff respond by setting up cots and dolls in the home corner so that children can care for a 'baby'. Children assist each other when they wrap the baby in a blanket and put it into the cot. Children are supported by staff to take turns and share.

Children develop their independence while at the pre-school. They put on their own coats and shoes and serve themselves drinks throughout the day. The pre-school provides low-level storage so that children can independently choose their own activities.

Children are supported by enthusiastic staff as they explore the outdoor area. They develop their large-muscle skills as they ride tricycles around the playground. Children are encouraged to develop their balance and core strength as they walk along beams and roll hoops. Children access the local community when staff take them to the park or adventure playground and learn about the world around them.

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

- The manager and staff implement a high-quality, ambitious and child-centred curriculum. Staff create activities to follow the children's interests, such as a trip to the zoo. They enthusiastically facilitate children's learning through play. Staff adapt their teaching to meet children's individual needs.
- Staff encourage children's language and communication skills through singing, reading and conversations. Staff ask children open-ended questions. However, children are not always given the opportunity to extend their learning, test their ideas and develop their problem-solving skills.
- A significant strength of the pre-school is how much progress children make from what they know and can do when they first start, especially children with special educational needs and/or disabilities. Staff ensure that they gather information from parents to support children's needs. This includes information about their home life, cultural background, likes and dislikes and language development. Staff take time to learn Makaton and new languages in order to communicate with children effectively. Children develop strong relationships with staff and feel comfortable and confident at the pre-school.

- Overall, staff support children's learning well. They get down to children's level when speaking to them. Children benefit from rich back-and-forth conversations with staff. However, occasionally, some staff mispronounce sounds, which leads to inconsistencies in what they are being taught. This means that children do not always hear the correct pronunciation of words.
- Children thoroughly enjoy taking part in the activities on offer. Staff help them to keep trying and focus well as they explore and play. Children concentrate well as they use tools to cut and shape play dough. They develop their small-muscle skills as they squeeze and squash play dough. Children excitedly describe the cookie they are making and what shape it will be.
- Parents describe the staff team as 'friendly' and 'nurturing'. They say that their children love attending the pre-school and are making good progress. Staff keep parents well informed about what their children are learning and how they can continue this at home. Families have the opportunity to be involved in pre-school events, such as the graduation ceremony, spring day and garden maintenance.
- Staff well-being is important to the manager. She takes steps to support team morale. This helps to ensure good teamwork and a positive learning environment for all children. Staff comment that they feel well supported. They are confident in approaching the manager with any issues they might have personally and professionally. Staff work together well as a caring and compassionate team.
- Children develop a love of reading and spend time looking through books. They love curling up with adults in the cosy den to share books and sing songs, repeating familiar words and phrases.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good knowledge and understanding of their role and responsibilities to safeguard children's welfare. All staff receive safeguarding training, including the 'Prevent' duty training, and discuss different safeguarding aspects and procedures at regular meetings. Staff know how to recognise the signs that may mean a child is at risk. They know the process to refer concerns or seek advice to keep children safe. Staff use risk assessments effectively to keep children safe. They are well deployed and supervise children at all times.

What does the setting need to do to improve?

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

- improve staff interactions to provide children with even more opportunities to test their ideas and solve problems
- strengthen how staff speak and model words so that children can hear the grammatically correct pronunciation to help develop their speaking skills.

Setting details

Unique reference number	120051
Local authority	Surrey
Inspection number	10279874
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	43
Name of registered person	Greenways Nursery School Committee
Registered person unique reference number	RP905309
Telephone number	07843 908933
Date of previous inspection	27 September 2017

Information about this early years setting

Greenways Pre-School registered in 1992 and is based in Farnham, Surrey. It is managed by a parent committee and serves the local area. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.30am to 3pm. The pre-school employs nine members of staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector and a manager carried out a joint observation of teaching and evaluated it together.
- 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, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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