

Inspection of Greenacre Preschool

Barlows Road, Tadley, Hampshire RG26 3NA

Inspection date: 26 September 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

The manager creates a culture where there is a drive for all children to succeed and be challenged in their learning and development. She works well with staff to provide an ambitious curriculum and improve outcomes for all children, including children with special educational needs and/or disabilities (SEND).

Staff skilfully implement the intentions of the curriculum to challenge and extend children's development. For instance, when children enjoy digging in soil to find worms, they suggest they make a wormery and use the activity to support children's mathematical development.

Staff provide children with an exciting and varied learning environment that includes numerous resources made from natural materials. Children confidently choose to play indoors or outdoors throughout each session. They are active, motivated learners who enjoy playing outdoors in all weather.

Children are happy and settled. Staff have a kind and caring approach and focus strongly on meeting children's individual emotional needs. They give children who are new to the setting lots of cuddles and reassurance.

Children behave well. Staff patiently teach children to share the resources. For instance, they encourage them to independently use a small sand timer, to learn to take turns while playing on an enclosed trampoline.

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

- Staff extend and challenge all areas of children's development. For instance, when children play imaginatively in a mud kitchen, they engage in their play and skilfully develop their vocabulary. Children eagerly engage in conversation and talk about the ingredients they need to make imaginary cakes, while using metal bowls, whisks, water and mud.
- The special educational needs coordinator works well with staff, parents, schools and other agencies to meet the needs of children with SEND. She is confident about her role and responsibilities, including making referrals in a timely way to seek support for children and their families.
- Staff support children to build on their emerging ideas during planned activities to further challenge and continually enhance their learning. They give them time to practise and repeat what they have already learned so that their learning is securely embedded. For example, children explore what happens when they use paint, brushes and their hands to make marks and patterns. This helps to develop their pre-writing skills.
- All staff have a good understanding of how to manage children's behaviour.

They use knowledge gained from training to work closely with parents and other agencies to provide a consistent approach to managing any challenging behaviour that children present. Consequently, children are cooperative, polite and develop good manners.

- The manager and staff know all the children well. This means there is a consistent approach to meeting all children's individual care and learning needs.
- Staff provide children with a wealth of activities and resources that support their exploration and physical development. For example, children develop good control of their movements as they climb over large tractor tyres and use jugs and ladles to transfer water into numerous containers.
- The manager is a positive role model. She patiently coaches and supports staff to help children make the best possible progress. However, she does not make sure that staff consistently support children who speak English an additional language to broaden their friendships and develop social skills.
- Children develop good independence skills. For example, at snack time, they carry plates and cups to the table, use safe knives to butter bread and pour drinks of milk from jugs. Children understand staff's expectations and confidently do things for themselves, such as finding and putting on their coats.
- The manager and staff work well in partnership with parents. There is a strong focus on supporting parents and including them in children's learning. For instance, there is a book library for parents and children to use, as well as groceries that are made available for families to take home. Staff ask parents to provide photos of children's experiences at home, which they use to further support children's language development in the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is the safeguarding lead, has a good knowledge and understanding of her role and responsibilities. She knows what to do if there are any child protection concerns, including making referrals. Staff receive training on wider and changing safeguarding issues, such as protecting children from extreme views and behaviour. They work hard to provide a safe and secure environment for children and make sure that they continually risk assess all activities. For instance, they make sure that children are well supervised at all times when they help to care for animals in the pre-school, such as bathing the guinea pigs.

What does the setting need to do to improve?

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

- strengthen the arrangements to identify and address how staff help children who speak English as an additional language to support all aspects of their development.

Setting details

Unique reference number	EY345852
Local authority	Hampshire
Inspection number	10303926
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 4
Total number of places	27
Number of children on roll	35
Name of registered person	Greenacre Pre-School Community Interest Company
Registered person unique reference number	RP526703
Telephone number	0118 9811010
Date of previous inspection	21 January 2020

Information about this early years setting

Greenacre Preschool registered in 2007 and is located in Tadley, Hampshire. It is open from Monday to Friday, term time only. Sessions are from 8.45am to 3.45pm. The pre-school employs nine members of staff. Of these, six hold early years qualifications from level 2 to level 5. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathy Greenwood

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 inspector observed how staff support children during indoor and outdoor activities and assessed the impact on their learning.
- The inspector spoke with parents, managers, staff and children during the inspection.
- The inspector had a learning walk and carried out a joint observation with the manager.
- The inspector met with the nominated individual and discussed the leadership and management of 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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