

Inspection of Greenleas Pre-School

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

Inspection date: 29 September 2023

Overall effectiveness	Good
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

Managers and staff have worked with other agencies and professionals to bring about positive change to the pre-school. Managers have introduced a new curriculum, which is sequenced and balanced to meet the diverse needs of the children attending the pre-school. Staff take the time to get to know each child and then plan interesting experiences. As a result, the quality of education is much improved and children make good progress. Children enjoy the opportunities to spend time with their friends and work collaboratively with one another. For example, children offer each other guidance and support as they build houses, and greenhouses.

Staff are positive role models, who have high expectations for children's behaviour. Consequently, children learn to take turns, share resources and are kind to one another. Children behave well. Staff offer children gentle reminders about conduct, alongside a wealth of praise. They support children to understand their own and other's feelings. This builds children's confidence and helps them feel a sense of pride in their achievements. Staff support children to learn independence skills from an early age. Children confidently put on their coats, fasten them, and help tidy away the resources. Staff help children to develop their self-care skills. Children see to their own toileting needs, help to set the table for snack and pour their own drinks.

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

- Staff benefit from effective feedback and timely monitoring of their practice. This helps staff to reflect on their practice and to consider new ways of working. Staff are starting to implement the new curriculum. Although, some minor weaknesses remain. This is because staff are less clear about what the children need to learn next and how. Consequently, they do not always use what they know about children to build on their learning.
- Staff model language well and engage in meaningful discussions with children. They ask pertinent questions to support children's critical thinking and problem-solving skills. For example, staff ask children to predict what will happen when they mix different colours of paint together. However, during group activities, staff do not recognise that some children are overwhelmed and do not engage in the discussions. This does not promote the children's confidence or help them prepare for the next stage in their learning.
- Children listen intently to favourite stories and confidently tell staff about the various parts of the book, such as the blurb and illustrator. Children know that books can be used for reading for pleasure and for gathering information. Overall, children develop a love of reading.
- Support for children with special educational needs and/or disabilities is

effective. Staff work in partnership with parents and professionals to ensure children get the right support when they need it most. This helps children reach their full potential.

- Mathematics is firmly embedded into daily routines and activities. Children count confidently. They talk about positional language such as 'top, middle' and 'bottom' to describe where their friends are on the ladder. Overall, children develop an awareness of number and early mathematical concepts.
- Children thoroughly enjoy art and craft activities. They like to explore the paint and create their own unique works of art. Children make patterns in the soil and mould dough. Older children are confident to make marks which represent their names. These activities are an effective precursor to writing.
- Children love to play outdoors. They develop good coordination and balance skills as they navigate the outdoor space on wheeled resources. Staff support children to learn how to manage their own risks as they use equipment, such as ladders and climbing frames. This helps develop their large-muscle groups.
- Staff encourage children to talk about their adventures outside of the setting. Children eagerly regale staff with stories of their holidays. Staff help children to mark where they have been on the map. Children learn about different cultures and families. This helps to prepare children to live in modern Britain.
- Parents are complimentary about the setting. They say the staff are kind and caring and provide interesting ideas for them to do at home with their children. This helps to further promote children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are prioritised by the setting. Staff help children to learn to keep themselves safe. For example, they teach children how to climb the stairs and to use a range of tools and resources safely. Risk management strategies are effective and help children to play in a safe and secure environment. Managers and staff are knowledgeable about child protection and safeguarding. Their training remains current and means that they can respond quickly to any concerns. Robust recruitment procedures ensure children are cared for by suitable adults. This helps keep children safe.

What does the setting need to do to improve?

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

- support all children to participate in group activities and discussions to share their ideas and build their confidence
- continue to support staff to identify what children need to learn now and next to help children cumulatively build on prior learning.

Setting details

Unique reference number	EY309982
Local authority	Wirral
Inspection number	10260342
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 11
Total number of places	24
Number of children on roll	19
Name of registered person	Greenleas Pre-School Ltd
Registered person unique reference number	RP535261
Telephone number	078 388 47914
Date of previous inspection	30 September 2022

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 setting also operates before and after school 7.30am till 8.45am and 3.15 pm to 5.45 pm term time only. The setting employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5 and one at level 3. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 manager, deputy manager and inspector conducted a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke to staff at various times during the inspection and took account of their views.
- The manager and deputy manager showed the inspector documentation to demonstrate the suitability of staff and other key documentation.
- Parents shared their views of the setting with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector and deputy manager conducted a joint observation of a story time activity.

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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