

# Greenfields Pre School

Inspection report for early years provision

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**Unique reference number**

EY242992

**Inspection date**

10/11/2011

**Inspector**

Sara Bailey

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Greenfields Pre-School opened in 1984 and has been registered on the current site in the Sure Start House, Bridgwater, Somerset since 2003. It operates from one room with its own adjoining toilet facilities. There is an enclosed large outside play area.

The pre-school is registered on the Early Years Register to care for 20 children in the early years age range. They provide care for children from two to four years. There are currently 38 children on roll attending on a part-time basis. Sessions are run Monday to Friday, term-time only, from 9.00am to 11.45am and 12.15pm to 3.00pm. The pre-school are in receipt of funding for the provision of free early education to children aged two, three and four. The pre-school supports children with special education needs and/or disabilities.

The pre-school are committee run and five members of staff employed to work with the children. The supervisor, deputy and two staff hold level 3 qualifications in early years. One member of staff is unqualified.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school have made good improvement since the last inspection and accurately identify their own strengths and weaknesses to ensure continuous improvement. Children have their individual needs understood and met really well although their observations and assessments do not always reflect the staffs good knowledge of them and their achievements. The partnerships with other settings has not yet been established to further meet children's individual needs. The deployment of resources is outstanding impacting positively on the children's behaviour and understanding of equality.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop observations and assessments to show children's starting points and progress in all six areas of learning
- develop links with other settings children attend to share children's development and learning to further meet their individual needs.

## **The effectiveness of leadership and management of the early years provision**

Staff are committed to safeguarding children through their effective procedures. They attend child protection training and keep clear records of children's existing

injuries and accidents that happen at the setting to share with parents. Staff have robust systems in place for risk assessing the setting to ensure children are safe. All potential risks are addressed well.

Staff deployment is excellent, which further ensures children's safety whilst they play inside or outside. Staff have given much thought to the layout of the setting to ensure children can make choices in their play. They have free-flow between the inside and outside and can easily access a wide range of exciting, quality toys and resources, which meet their individual needs exceptionally well. Staff are very knowledgeable about children's likes and interests and ensure children's favourite toys are laid out in the morning to help them settle well. Children's progress in relation to their starting points is good. Staff are skilled at supporting children to take the next step; for example, a new child who only feels secure to be left if they are sat with a member of staff to draw, is gradually encouraged to use chalk and then paint at the table instead with the member of staff, then the same familiar activities is moved to the and then support is decreased.

Staff really understand and support the individual needs of the families who attend the setting. They actively promote equality and diversity through their posters, resources and topics linked to different cultures and festivals. Planning takes into account children's individual needs well. However, children's observations and assessments are not always a true reflection of what the staff actually know about the children's development and their progress towards the early learning goals.

Parents are well informed about their children's development through regular discussions with their child's key person and open access to their pathways records is encouraged. Parents are informed about the settings policies and procedures in writing at the setting and on-line. They have regular newsletters and an informative notice board. All parental consents are in place and professional. The setting have not yet established any links with other settings children attend.

Staff have made good continuous improvement since the last inspection. They have implemented many changes of their own and addressed the recommendations raised at the last inspection in a very positive way to improve outcomes for children. Their self-evaluation is a true reflection of the setting and it has some realistic further improvements for their future development, such as continuing to improve the outside area.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy their time at the setting. They arrive happy and settle quickly to their favourite activities with their peers, or when new, enjoy being with a familiar member of staff. They have positive relationships with adults and form good friendships with their peers, calling out 'hello' as they see someone arrive and saying 'goodbye' to each other. They show a strong sense of belonging to the setting and their behaviour is good. Children develop good self-esteem from the praise and encouragement they receive and the celebration of each others

birthdays. They learn skills for the future from their interaction, making choices and problem solving through being independent.

Children learn about being healthy from established routines such as hand-washing and through discussions about germs to those who forget. The layout of the setting promotes independence and enables staff to carefully supervise from a distance. Children benefit from daily, outside play in all weather to be physical or to enjoy the fresh air whilst playing with inside toys, such as train-tracks and puzzles outside on a rug or at the table. Children greatly benefit from the healthy nutritious snacks provided by parents on a rota basis and chopped up by staff to form a large, platter of fresh fruits and raw vegetables for children to select from. They learn about healthy eating through discussion at the cafe snack system.

Children's understanding of safety issues is demonstrated through their play as they know how to keep themselves safe. They know the routines, the areas in the garden they can access at different times of the day or due to weather restrictions. Children use disposable plastic knives to spread their own butter on crackers and have new safety knives to use in the future due to staff visiting another early years setting where they observed them in use and have made an order, to improve children's safe use of real tools in a safe way. This is further evidence of the settings commitment to continuous improvement. Children are clearly feel safe and secure.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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