

Greystone Pre-School

Greystone Community Centre, Close Street, CARLISLE, CA1 2HA

Inspection date

Previous inspection date

13/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The supervisor and staff warmly welcome children and their families into the nursery. This helps children to settle easily and form strong relationships with the staff and children.
- The stimulating and imaginative range of resources and activities provide very good opportunities for children to explore and acquire skills in all areas of their development.
- The supervisor is well qualified and experienced in her work with children. She has high standards and delivers a professional childcare service to children and their families.
- All staff are well trained and knowledgeable about how to keep children safe and secure. They follow comprehensive policies and risk assessments to ensure that children are supervised and protected at all times.

It is not yet outstanding because

- Staff do not always make the most of spontaneous opportunities and everyday routines to encourage children to further develop their early writing skills.
- Staff are not fully successful in engaging all parents in sharing what they know about their children's learning and development at home, to fully build a complete picture of children's overall progress.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the activity room and the outdoor play area.
- The inspector held meetings with the supervisor and undertook a joint observation of an activity with the supervisor.
- The inspector spoke to staff and children during their daily activities.
- The inspector looked at a sample of children's learning journals, progress records and planning documentation.
- The inspector looked at operational files consisting of policies, risk assessments, medication and accident records, complaints records, staff qualifications, suitability documentation, appraisal and supervisory records.

Inspector

Sandra Williams

Full Report

Information about the setting

Greystone Pre-School was first registered in 2009 and registered again in 2013 on the Early Years Register. It is managed by Greystone Community Association and operates from a purpose built pre-school unit within the grounds of Greystone Community Centre in Carlisle, Cumbria. Children also have access to the hall within the community centre. There is an enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children.

The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am to 3.15pm. Children attend for a variety of sessions. There are currently 28 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The nursery employs three members of childcare staff, all hold appropriate early years qualifications at level 3. The supervisor also holds an early years qualification at level 4. The pre-school is a member of the Pre-school Learning Alliance and support is received from the local authority early years advisors.

What the setting needs to do to improve further

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

- enhance children's opportunities to further develop their early writing skills by, for example, encouraging them to write their names on their artwork when opportunities arise
- devise further ways to encourage all parents to share more information about their children's learning and development at home, to contribute to and enhance, the overall assessment of their progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The supervisor and staff have a good knowledge of how children learn and develop. They provide an imaginative range of activities to support children to make good progress in their learning and development. Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to assess their starting points and to shape activities to meet the children's individual learning needs and interests. Parents are kept well informed about their children's

progress through daily talks with the key persons. Parents are actively encouraged to be involved in their children's learning. Some add their observations of children's achievements on the 'Wow moments' board and some add their comments in the children's progress files. However, there is room to consider further ways of encouraging all parents to share what they know about their children's achievements at home, in order to enhance and build a more complete picture of their overall progress.

Staff accurately assess and track children's progress and plan for the next steps in their learning based on their individual needs and interests. All children are making good progress towards the early learning goals, given their starting points. Staff support children's good communication and language skills and help them to build their vocabulary in a fun way. For example, staff make singing activities exciting and fun and therefore, children enthusiastically choose their favourite songs to sing together in a group. They maintain focus for a good period of time and clap with pride at the end of each song. Children feel included as their names are displayed on their coat pegs, their water bottles and plates, which helps them to recognise their names throughout the day. The environment is rich in print displayed on the walls, which is effective in supporting children's early literacy skills. Children have many opportunities to make marks with paints, crayons and foam using various implements, including brushes and toy trucks. Children's individual interests are followed, for example, they learn about how people used quills and ink to write with in the past. They are given feathers to dip in paint to make marks in the same way. However, on occasions, staff write children's names on their artwork rather than encouraging children to 'have a go' at writing their names, in order to further develop their early writing skills.

Children have many opportunities for counting and recognising numerals. For example, they sing the song '10 green bottles' and are able to count down from 10 to zero. The environment is rich in numerals and shapes displayed on the walls, which enhances children's learning and supports them to make good progress in their early numeracy skills. Children have wonderful opportunities to explore and experiment with a wide range of natural resources and materials. For example, a collection of shells, pebbles, fossils, sheep wool and bones enable children to gain an understanding about the natural world around them. They enjoy exploring the different textures of the objects and talking about where they have come from. Children also thoroughly enjoy working together to create large paintings to display on the wall. They use a range of materials to form different textures, such as, buttons, feathers, pasta and sawdust to enhance their painting and express themselves through art and design. Overall, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

The contribution of the early years provision to the well-being of children

Children receive a warm welcome from the nurturing staff at this small and friendly pre-school. Staff work closely with parents, in order to gather as much information about their children when they first start attending. This helps staff to gain a good understanding of children's routines and individual needs and therefore, sensitively support their emotional and physical well-being. For example, when children are settling-in to the pre-school for

the first time, staff comfort them by knowing what they like to play with. This in turn helps them to feel happier and more able to separate from their parents during the transition phase between home and pre-school. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. Children's personal, social and emotional development is effectively supported by the staff, who praise and encourage them throughout the day.

Children have regular opportunities to enjoy fresh air and exercise in the outdoor play area. They move about with confidence and develop their coordination as they balance on scooters and peddle the sit and ride toys. They are learning to stay safe and judge risks due to the support and vigilance of the staff group. For example, with staff support and encouragement, they try new activities, such as climbing and sliding down the slide. Children also keep safe by not running inside and by helping to tidy up their toys. They learn about the need to wash their hands before eating and they know it is important to get rid of germs. Well-balanced, nutritious snacks, including fresh fruit and vegetables are provided daily. Children take turns in helping to pass the cups around and pouring the drinks for their friends. This means that they benefit from rich opportunities to develop their good self-care and independence skills.

The pre-school is attractively decorated with children's individual artwork and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. Children confidently select from a wide choice of stimulating resources, which are stored at low level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. When children make models, they place them on a special shelf to keep them safe. This boosts their self-esteem and confidence. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. They work closely with parents and external agencies, in order to support children's behaviour through consistent methods. Children are well supported in their moves from the pre-school to school, due to the close working relationships that exist with teachers at the local schools. They become familiar with the teachers before they move as they visit them, which helps to make the move smooth.

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

The pre-school is managed by an experienced and qualified supervisor, who is conscientious and diligent in her leadership role. She and the staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children remain safe and secure due to the robust security of the premises and the vigilance of the staff. The supervisor ensures that the correct staff to child ratios are adhered to at all times and that staff are effectively deployed. This results in children being well supervised and ensures that their individual needs are well met. Effective risk assessments and daily safety checks inside and outside minimise hazards, in order to reduce the risk of accidents to children. Procedures for dealing with accidents are stringently followed. All accidents are recorded and parents are informed and asked to sign the accident records. All staff are trained in

paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies should they arise.

All staff have undertaken safeguarding training and have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. The policy includes procedures to be followed if there are allegations made against staff members. The thorough recruitment and vetting procedures undertaken by the management committee ensure that staff are suitable and safe to work with children. The supervisor monitors staff's practice closely on a daily basis and has thorough systems in place to address any underperformance issues should they occur. All staff receive a full induction to ensure that they understand all of the pre-school policies and procedures. All of the staff are committed to the safety and well-being of all of the children, who attend the pre-school. Annual appraisals and regular staff supervisions are undertaken to monitor the continued professional development, conduct and training needs of staff. Regular team meetings and training also effectively support staff well in their daily work with the children.

The supervisor and staff have a very secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The supervisor monitors the planning to ensure that a wide range of activities are provided to help children make good progress in all areas of their learning. She also samples learning journals to oversee the quality of assessment and planning and to check that staff plan for children's next steps in their learning and that these are followed through.

Partnerships between staff and parents are very positive. Parents spoken to during the inspection express positive views about the good level of care and education provided by the staff. They have confidence that the staff carefully follow stringent safety and security procedures to effectively keep children safe at the pre-school. Parents' comment on the good level of information sharing and find the staff very approachable and helpful at all times. Partnership working with external agencies and professionals, such as speech and language therapists and health visitors are very effective in ensuring that children are well supported when required. The supervisor and staff regularly take into account the views of children and parents to contribute to their thorough evaluation of the pre-school. The supervisor and staff work closely with the local authority advisor and have a clear and well-targeted plan of action for future developments. This is a positive indication of how committed the staff are in maintaining continuous improvements.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY462646
Local authority	Cumbria
Inspection number	935556
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	28
Name of provider	Greystone Community Association
Date of previous inspection	not applicable
Telephone number	01228558602

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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