

# Greystone Pre-School

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

<b>Inspection date</b>	24/03/2014
Previous inspection date	13/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children confidently make independent choices from equipment and resources available. This is because staff organise the learning environment effectively.
- Staff develop good relationships with children and their families. As a result, children feel safe and secure to explore the learning environments, both inside and outdoors.
- Close working relationships are in place with external agencies and local schools. Consequently, children are well prepared for their transition onto school.

### It is not yet good because

- The procedures for monitoring the quality of teaching and learning are not sufficiently robust. As a result, children make satisfactory rather than good progress in their learning and development.
- There are fewer resources available to enhance and stimulate children's learning experiences.
- Systems for ensuring high standards of cleanliness are not yet fully implemented.
- Observations and assessments of children's development are not yet precise enough to continually identify the next steps in their learning, in order to plan activities that help them to make good progress in their learning.

## 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 playroom and the outside learning environment.
- The inspector conducted two joint observations with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Emma McKeown

## Full report

### Information about the setting

Greystone Pre-school was first registered in 2009 and again in 2013 and is 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. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and two at level 3. The pre-school opens Monday to Friday during school term time. Sessions are from 9.15am until 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. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by ensuring that systems are in place to successfully address underperformance through effective training and mentoring
- use observations consistently to develop precise assessments to understand children's level of achievement and learning styles, and use this information to shape future learning experiences so that children make good progress.

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

- develop the range of resources to provide stimulating, relevant and interesting learning experiences for children
- monitor the effectiveness of the systems introduced to ensure high standards of cleanliness are maintained at all times.

## Inspection judgements

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

Staff plan a range of activities to cover all areas of learning so that children make suitable progress towards the early learning goals. They observe children during their play and make use of tracking documents to help assess children's progress. However, this information is not always precise enough. Consequently, observations and the next steps

are not always clearly used to plan activities that are appropriate to the children's stage of development. This means that, overall, children make satisfactory rather than good progress. Activities and resources are available for children to play with and staff encourage children to pursue their own interests. Consequently, children are able to make independent choices about where and what they play with. However, there are only some resources that promote interesting and stimulating learning experiences for children.

Staff support children's physical development well. This is because the learning environment, both indoors and outside, is well planned with a range of appropriate resources. For example, older children climb confidently on the climbing frame outside as they play superheroes. Low-level climbing blocks are available for younger children to develop skills in stepping up and down unaided. There is a wide range of opportunities for children to use tools for writing, painting and pouring. For example, children paint pictures of their family using paintbrushes. As a result, all children make good progress in their physical development. There is sound support for children's developing communication skills. For example, as younger children use gesture to communicate their needs, staff respond sensitively and praise efforts for learning new words. Older children learn to listen to their friends and appreciate others' contributions at group times. This teaching strategy supports children to learn key skills in readiness for school. The children demonstrate that they understand it is fun to have a go at activities even if they are unsure if they can do the task. For example, when singing a counting song children shout out 'I did it' as they hold up the correct number of fingers. There are several opportunities throughout the session for children to develop their understanding of number, shape and measure. For example, as they use different shaped wooden blocks to build towers they count and discuss 'how tall will it be?' Children are encouraged to write for a purpose by making marks on artwork to indicate their name. Children have access to information and communication technology, as well as activities which introduce them to the natural world, such as growing plants. This helps expand their knowledge of the wider world.

Parents praise the commitment of staff in supporting children's learning and development. A wide range of information is available to parents. For example, parents receive a welcome pack on joining the pre-school. This provides them with relevant information about the settling-in process and the key person system. This means that parents know who to talk to about their child's progress. Reports of children's progress are regularly shared with parents. These include a range of observations and photographs of children's learning and parents are invited to contribute to these records. As a result, parents have opportunities to be actively involved in their child's learning experiences.

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

An established key person system ensures that children are able to form strong attachments and bonds with staff. There are systems in place for parents to inform staff of their children's routines and likes and dislikes prior to them starting at the pre-school. This helps support consistency in their care and promotes a smooth transition from home to the pre-school. As a result, children settle quickly. Children make good friendships with their peers and are learning to share and take turns. This is because staff usually play

alongside children and encourage them to show care and consideration for each other.

Effective working relationships with external agencies mean that the needs of children and their families are well met. Children with any additional needs are successfully included in all activities and provided with suitable support to help them achieve well. Staff support children's personal, social and emotional development appropriately. Children and families are welcomed warmly into the pre-school. This helps children feel safe and secure to explore the learning environment. Children show awareness of their own and others' safety. For example, they make space for each other while climbing on large wooden blocks. Children are encouraged to help to tidy up in preparation for snack and meal times. Consequently, they learn to take care of the resources and equipment and know where things belong. This practice helps children to manage their surroundings, to ensure safety and minimise hazards.

Children learn about healthy lifestyles through continuous outdoor play. They engage in physical exercise as part of everyday activities and enjoy regular outings to the local park. As a result, children's health and well-being are suitably promoted. Parents play a role in supporting the setting's commitment to healthy choices through donating fruit for snack and providing balanced lunches for their children. The recent introduction of a rigorous procedure for cleaning both the setting and resources ensures that the pre-school environment and resources are clean and in good repair. However, this needs to be regularly monitored to ensure high standards of cleanliness are maintained at all times.

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

The leadership and management team consists of the committee and the manager, who is responsible for the day-to-day management of the pre-school. There is an effective and supportive working relationship in place. The inspection was prioritised following concerns being raised about the standards of hygiene within the setting. The inspection found that the setting have taken swift action to address these concerns. For example, employing a cleaner to support the staff team in ensuring the setting is clean and safe for children who attend. Additional systems have been introduced to further ensure the environment remains fit for purpose. For example, a comprehensive rota for cleaning resources and equipment has been introduced. The manager monitors the effectiveness of the provision through regular supervisions and staff meetings. However, the quality of teaching is variable and the management do not effectively mentor staff to help improve the quality of teaching. Consequently, children are not always fully supported in their learning, therefore, children make satisfactory rather than good progress. Self-evaluation is undertaken to reflect upon the pre-school's strengths and areas for improvement. Staff, parents and children have opportunities to contribute to this process. As a result, the provision supports the needs of the children appropriately.

Staff are appropriately qualified in child protection and demonstrate a suitable understanding of how to safeguard and promote the welfare of children. For example, staff adhere to and promote the pre-school's policy on the use of mobile phones. Staff are

aware of the procedures for reporting concerns about the safety of any child in their care. This ensures children are protected from harm. There are robust safe recruitment systems in place to ensure that children are always cared for by suitable adults. Risk assessments successfully minimise hazards within the pre-school so that children can play safely. For example, spillages on the floor from children playing in the water tray are immediately mopped up.

The setting works effectively with external agencies, such as social workers and speech therapists, ensuring children receive appropriate support when needed. Staff consistently share information with parents daily about their child's experiences during the day at pre-school. As a result, parents know how staff meet their child's needs. Links with local schools are established to aid children's transitions. For example, teachers from the nearest school spend time with the children during the summer term. Discussions, visits and shared information ensures children are confident and ready for change when the time comes.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY462646
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	964950
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Greystone Community Association
<b>Date of previous inspection</b>	13/09/2013
<b>Telephone number</b>	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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