

# Greystone Pre-School

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



## Inspection date

30 January 2015

Previous inspection date

24 March 2014

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

## Summary of key findings for parents

### This provision is good

- Children are happy and settled with a team of friendly, caring and supportive staff who put children at the heart of everything they do. Their emotional well-being is effectively fostered through a robust key-person system that supports children's individual preferences.
- The whole staff team work very well together. They confidently share their good practice ideas and monitor each other's practice through their effective peer observations to ensure that children benefit from good-quality teaching.
- Children make good progress and are ready for their next stages in learning. The staff use their strong knowledge of how children learn and information from children's observations and assessments to shape future learning experiences according to their individual needs and interests.
- Children are kept safe through effective daily checks of the environment and resources. The play areas are clean, well organised and accessible so that children can make many choices for themselves.
- Partnerships with parents are good. Staff encourage parents to share their children's achievements from home and use this information to complement their learning within the pre-school.

### It is not yet outstanding because:

- Children's care and learning needs are not always shared from the very beginning with other settings that they attend. Therefore, children do not always receive continuity in their care and learning from the very onset.
- There are opportunities to enhance the play areas with a wider range of number labels to further support children's awareness of numbers and counting.

## What the setting needs to do to improve further

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

- strengthen the existing partnerships with other settings that children attend, by initiating the sharing of information relating to children's care and learning needs more freely, so that children receive continuity in their care and learning from the very onset
- enhance the areas of play with a wider range of number labels for children to observe as they play to further develop their awareness of numbers and counting.

### Inspection activities

- The inspector toured the areas of the setting.
- The inspector observed children during their freely chosen activities both indoors and outside.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector conducted a joint observation with the manager of the setting during an adult-led activity with the older children.
- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector examined a range of documents. These included the policies and procedures, staff training and support records, evidence of suitability checks, the provider's self-evaluation document and children's learning files.

### Inspector

Charlotte Bowe

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff constantly extend and challenge children's learning through the effective use of carefully posed questions that support children in thinking creatively for themselves. Children are skilfully grouped for adult-led activities so that they are effectively challenged. For example, younger children enjoy using their magnetic fishing rods to catch fish and attempt to group them into different coloured containers. Older children develop their early counting skills as they count the number of girls and boys in attendance and then combine the total number together using the number line. However, occasionally staff do not check all the numbers are present, and there are fewer number labels in children's play environments for them to observe. The outdoor play area is a hive of opportunity for children to develop their physical skills. Children have fun building an assault course using the wooden blocks and move their bodies in a variety of ways to negotiate an appropriate pathway around the course.

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

Children are welcomed into the setting with a smile. Staff know their children well and instantly offer their comfort, reassurance and support to children when needed. Staff are keen to share information with other settings that children attend so that children benefit from continuity in their care and learning. However, this is not always initiated from the very beginning. Children develop their independence in readiness for school. Older children access the toilet for themselves and put on their own coats for outdoor play. Younger children competently identify their own coats and have a go at putting these on for themselves, knowing that an adult is always on hand for support. Children enjoy playing games together and readily know whose turn is next. They engage in a tidying-up song and the older children help to teach the younger children the expectations alongside the staff who are good role models.

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

Recruitment procedures are robust and ensure that staff are skilled and suitable for their roles. Staff have a good understanding of the procedures they need to follow to protect children from harm. The whole staff team are clearly committed to continued improvement and constantly reflect on their own practice. For example, staff noted that children were a little unsettled during circle time at the end of the day when other children were leaving. They have skilfully used this information to re-organise the structure of the daily routine so that children are happily engaged in a range of activities when parents arrive. A good programme of support and training is in place to monitor the quality of teaching. The manager conducts regular learning walks through the setting to observe teaching practice and confidently feeds back any strengths and areas for improvement. Children's progress and learning is monitored effectively and the manager completes an overview of all children's progress to ensure any gaps are quickly identified and supported.

## Setting details

<b>Unique reference number</b>	EY462646
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	977750
<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>	30
<b>Name of provider</b>	Greystone Community Association
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	01228558602

Greystone Pre-School was established in 2009 and was re-registered in 2013. 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 is open each weekday, from 9.15am to 3.15pm during term time. It receives funding for free early education for children aged two-, three- and four-years-old. There are four members of childcare staff who all hold relevant qualifications, including the manager who holds a degree in child and family studies. The pre-school also employs an early years apprentice.

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