

Greenfields Pre School

Sure Start House, 130 Taunton Road, Bridgwater, Somerset, TA6 6BB



Inspection date

2 March 2015

Previous inspection date

10 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a caring approach to meeting children's needs. As a result, children develop strong relationships with their key person, who gets to know them well. This enables children to settle quickly and enjoy their learning.
- Staff make good use of visual aids to support children's communications skills and help them make independent choices, such as what to have for snack.
- Staff deploy themselves effectively to help keep children safe and provide good support for their learning and development. They provide good role models so that children behave well and develop a positive attitude to people's differences.
- Children follow effective practices that support them in leading a safe and healthy lifestyle. This has a positive impact on their emotional and physical well-being.
- The management team ensures that through regular supervision they identify staff training needs. They use this well to implement new procedures that benefit the children, such as supporting the uniqueness of two-year-olds.
- Self-evaluation focuses on the most significant actions that will improve outcomes for children, such as providing more resources that promote younger children's learning.

It is not yet outstanding because:

- During some adult-led activities, staff do not always encourage children to make predications or think of solutions to problems and then find out if they are right.
- Staff do not make full use of the outdoor area in the winter months to promote children's understanding of the natural world further.

What the setting needs to do to improve further

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

- increase the use of challenging questions and opportunities during adult-led activities for children to make predictions, test their ideas and find solutions to problems
- make greater use of the outdoor area in the winter months for children to explore nature fully.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors, and carried out a joint observation with the deputy manager.
- The inspector took account of the pre-school's self-evaluation and development plan.
- The inspector talked to children, staff, the chair of committee and some parents present on the day of inspection.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

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

Staff gain good information about children's starting points, and share useful details about their learning needs with parents and other early years providers children attend. These were areas to improve at their last inspection. As a result, they now have a consistent approach to helping children make good progress, preparing them well for school. Staff enable children to initiate their learning and provide good support to challenge them further. For example, children enjoyed painting, noticing what happened as they mixed colours. Staff helped them to see how they could use the other end of the brush to leave marks behind in the paint. This develops children's understanding of using tools as well as their early writing skills. Staff encourage children to use lots of descriptive language as they explore and create their designs from a range of craft resources. However, they miss some opportunities for children to predict, test their ideas and solve problems. For example, they told children they did not have enough glue and to use more or the materials would not stick.

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

Children arrive happy and settle quickly to the activities. Parents comment very positively on how much their children have improved in communication and social skills since attending the pre-school. Children gain good independence. They confidently washed their hands and removed their aprons after painting, for example. Children sweep the sand from the floor and leaves outdoors, which promotes their physical skills as well. Staff encourage all children to take an active role in activities, providing an effective range of resources that meet all their development needs. For example, the youngest children used puzzles with large knobs, which made it easier for them to grip the pieces. Children develop a good awareness of keeping healthy and enjoy daily physical exercise. There is a poly tunnel where they explore compost and learn about the natural world. However, staff use this for storage in the winter months, which means children can not make full use of it.

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

The constant staff team work together effectively. They regularly observe each other to share good practice and review how they can improve. Staff monitor their key children's development and this includes the required progress check for two-year-old children. The manager has an overview to ensure all children progress well. This helps her to identify early any areas where children may need additional support to narrow any gaps in their development. All staff attend safeguarding training so know what to do if a child is at risk. They carry out daily risk assessments and implement their safeguarding policies well to protect and promote children's welfare.

Setting details

Unique reference number	EY242992
Local authority	Somerset
Inspection number	832927
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	43
Name of provider	Greenfields Pre School Committee
Date of previous inspection	10 November 2011
Telephone number	01278 458817

Greenfields Pre-School is run by a committee. It opened in 1984 and registered at their current site in 2003. The pre-school operates from its own playroom with adjoining toilet facilities in a Somerset County Council building in Bridgwater, Somerset. There is an enclosed large outside play area. Sessions run Monday to Friday, term time only, from 9am to 12 noon and 12.30pm to 3.30pm. The pre-school receives funding to provide free early education to children aged two, three and four-years. There are five members of staff, of whom four hold early years qualifications at level 3. One member of staff is employed as a housekeeper.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

