

Greasby Infant Pre-School

Barker Lane, WIRRAL, Merseyside, CH49 3NX

Inspection date

Previous inspection date

09/10/2013

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 caring and welcoming staff team ensure that strong relationships between the children and themselves have been quickly established. This promotes the children's confidence and well-being.
- Teaching is rooted in a good knowledge about how children learn and staff ensure there is plenty of variety on a day-to-day basis to cover the seven areas of learning. Staff are particularly adept at reshaping tasks and simply but skilfully questioning children; to help them problem solve and consolidate their learning during their play.
- Partnerships with parents, other external agencies and the extended school team are well established. They provide a very strong foundation from which staff quickly secure appropriate interventions so that children receive the support they need.
- A focussed leadership ensures that the staff team work harmoniously and in a consistent way. This provides a pleasant place for children to be and contributes to the safe and efficient care they receive.

It is not yet outstanding because

- Some opportunities for children to explore the similarities and differences between the lifestyles and customs of their own families and communities and those of other people are not fully embedded.
- There is scope to refine children's access to the very good range of creative media, so they can use these with greater frequency to express and represent their ideas.

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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 viewed all areas of the premises and the equipment being used by the children. He joined the children on a trip to the 'Enchanted wood' and while they played in the other outside play areas.

- The inspector held meetings with the head teacher who is the nominated individual for the organisation, the manager and the other members of staff present. He undertook a shared observation of an adult-led activity with the manager.

- The inspector was present when parents, extended family members and carers arrived with, and collected, children. He spoke informally to some of those present during this time.

- During the inspection the inspector discussed with the manager and staff the ways they self-evaluate. He viewed documentation regarding children's assessment and planning records. Regulatory documentation regarding adults' suitability, children's details, risk assessments and other pertinent safety procedures, was also viewed.

Inspector

Frank Kelly

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Full Report**Information about the setting**

Greasby Infant Pre-School was originally registered in 1997 and registered under new ownership in 2013 on the Early Years Register. The current ownership is committee led with close links to the governing body of the school and the setting is run on behalf of the local authority. It is based and operates from a designated classroom and the main hall within Greasby Infant School which is situated in Greasby, Wirral, Merseyside. There is an enclosed area for outdoor play. The setting is open each weekday from 8.45am to 3.30pm during term times only. The setting currently operates care for children from three years of age. Children attend for a variety of sessions including an optional lunch club. There are currently 30 children attending, all of whom are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications. This includes three members of staff who hold a childcare qualification at level 3 and one member of staff who holds a childcare qualification at level 2. The staff are supported by the head teacher and foundation stage coordinator of the school.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- refine the arrangements for children's independent access to the very good resources and media available, such as paint, to allow them to express their creativity, thoughts and feelings through their representations on a spontaneous basis each day
- refine the opportunities for children's understanding of the world and help them to see the ways in which their cultures and beliefs are similar, for example, by increasing the range of resources, such as cooking utensils from around the world in the role-play equipment, and exploring the similarities and differences when sharing and celebrating a range of practices and special events.

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

Children's learning is fostered very well at this setting. The staff have organised the playroom well to ensure that children have regular access to a wide range of toys and interesting activities to explore. Children enter happily and eagerly participate in activities of their choice. For instance, they build with the construction materials and join the rail track on the raised play table. They fit jigsaws together and enjoy sitting with their friends as they take turns to use the computer. The resources made available ensure children experience play and learning that provides a good breadth of curriculum. It ensures that it covers fully, the seven areas of learning on a daily basis. For example, pictures of hedgehogs with different numbers on are used along with a collection of rubber worms for children to match the number of worms to the corresponding number. This fosters children's numeracy skills in a fun way, securely linked to the current woodland project. The provision is further enhanced through the thoughtful planning by staff to introduce new and different seasonal items. These provide added interest or new things for the children to consider. For example, through the current focus on things associated with autumn; staff use the conkers, pine cones and leaves for children to explore the concepts of floating and sinking. Consequently children enter the setting with eagerness and they are relaxed, secure and purposeful in their play.

Staff further plan their activities to ensure there is depth in children's learning and to extend, challenge and foster children's learning and future progress. A simple story about baby owls allows for staff to support children to practise their counting skills and use mathematical language. For example, the children count the number of baby owls on the page. They are encouraged to spread their arms out wide to express their understanding of shape and size. They talk about things being huge and tiny. When one of the children suggests that they 'love their mummy five times', the member of staff encourages the children to count their fingers to gain an understanding of what 'five' means. This places children's learning in a meaningful and enjoyable context.

Effective engagement of parents when children start allows staff to identify children's abilities and their joint team approach enables them to measure the children's current abilities. They use this information to create a baseline assessment which acts as a starting point for their more focused planning to support and extend children's future learning. Regular observations are undertaken and parents are supported as a group and individually to support their children's learning. For example, copies of the activities linked to the current half term activity plans also include additional information, such as the lyrics to the current songs and rhymes being sung with the children.

Staff use suitable recognised guidance information to enable them to assess if children are operating above, below or within the expected developmental bands. Their assessments are realistic and accurate as they differentiate each child's different rates of progress across each of the aspects of each area of learning. Rapid action is taken to engage the parents and any other relevant agencies or professionals in order to gain the best support for children. The setting demonstrates efficiency in its practice to support children to make

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the best progress possible given their individual starting points and abilities. Staff actively foster the partnerships with parents, providing respectful verbal and written updates on a daily basis. A parents' evening to review the assessments made since the start of term has been arranged following the forthcoming half term. At present the setting does not provide care for children aged two. However, staff demonstrate a clear understanding of the requirement to conduct a progress check at age two, should they begin to care for children within this age range in the future.

Staff have a very secure understanding about how children learn and they plan and assess for children's learning in a consistent way. Staff successfully promote the prime areas of learning very well. They combine the daily routines with regular fun and interesting play activities both indoors and out. For example, before visiting the 'enchanted wood' to look for animals, the staff talk with the children about how animals might perceive humans and how the children need to be gentle with, and not frighten, any animals they might find. This promotes the children's personal and social development. During the visit children's vocabulary and understanding of their world is enhanced as they talk about and name the different woodland animals. While on the walk the children have a worksheet with pictures of the different animals on so they can match and name them with the staff. This helps staff to identify what the children have learnt and remember. Children gleefully run and hop as they search the area for pictures of squirrels and badgers. With staff support they turn logs and pieces of wood to seek woodlice and other insects. They giggle with glee as they point out the leaves falling and landing on adults' heads and how the wind feels against their face.

Indoors children act out their experiences in the role-play area and willingly join in craft activities where they use glue, glitter and other collage materials. There is evidence from displays that they make pictures through leaf prints and animal masks from cardboard and with paints. While there is a very good selection of art and craft materials stored within the playroom, the way they are presented and organised does not indicate to the children they can use them as they wish. This lessens the children's inclination to independently and spontaneously follow their own ideas, and explore the creative materials to express and present their own ideas and representations.

Nevertheless, children enjoy what is available and staff ensure that children explore the making of marks and patterns in a variety of more unusual materials. For example, they encourage children to explore the texture of shaving foam on the table. During such activities they draw their attention to the lines and patterns they make. They talk about the shapes and enjoy the imaginative responses, such as 'it's a train track...that goes all around the world'. Staff ensure that each child is involved by asking them and encouraging the other children to listen to what each other has to say. This ensures the children share their experiences, such as going on a train to Liverpool. This language rich approach fosters children's communication skills and social development. It allows children to feel valued and boosts their confidence and self-esteem. It also allows the adults to explore what children know, for instance, when children suggest that the foam is like an ice cream and that they place it in an oven. The staff model language for thinking by asking in a thoughtful manner, 'what do you think will happen to the ice cream when it goes into the oven?'. Children respond with a giggle, that it will go 'squashy'.

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Staff use circle times for further discussions and the singing of songs and action rhymes that allow children to count, and move their bodies in different ways. They produce a range of musical instruments and encourage the children to consider the noises and share what they remind them of. Children confidently respond that the two coconut shells tapped together sounds like a horse. The staff introduce castanets and talk about how flamenco dancers from Spain use them. Books and posters represent the diversity within today's society, and staff provide some opportunities for children to explore the celebrations of other cultures and nationalities. For example, they create puzzles out of 'Rangoli' patterns and read the story behind the Hindu celebration of Diwali. However, they have not fully explored how they could extend these activities further, which means children's growing awareness of the wider world is not always promoted as much as possible. For instance, consideration has not been given to introducing a wider range of cooking utensils and packaging from around the world in the role-play equipment or exploring the similarities and differences when celebrating special events. However, children are involved in wider school activities, such as learning to speak Mandarin. They develop their reading skills and letter recognition as they are encouraged to seek their name cards on their pegs and at snack time when they use their name cards to self-register. There is a good range of materials with which to write and explore the making of marks. These activities along with staffs' enthusiastic encouragement for children to contribute to their own dressing and meeting their personal needs; is very securely helping children gain the skills that prepare them well for their next stages in learning.

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

Staffs' welcoming nature means children feel relaxed and secure in their care. Children enjoy joining in activities and they interact with their carers with confidence. For example, one of the younger three-year-old children approaches a member of staff and asks if they can hold her hand. Both take great delight in each other's company as they walk across the field chatting. Fun interactions and discussions about the events at the children's home helps children to feel special which promotes a strong sense of security. Information is sought about children's specific health and dietary needs. Care plans are drawn up so that staff have a robust understanding of what they should do and when they should take action should a child show signs of illness related to their particular condition.

Daily routines followed by staff promote good hygiene and children learn about contributing to their own health through the encouragement of washing their hands before they eat or after handling the rabbits and guinea pigs. Children conduct themselves well, learning quickly not to rush around the room. Staff gently remind them about the rules with good explanations about how they may fall and hurt themselves. During outdoor play children are encouraged to try things that allow them to take risks and help them to judge what they need to do to keep themselves safe. For instance, staff stay close by when children use the balancing beams.

Staff talk with the children during their snack about the benefits the milk and fruit have on their bodies. Regular exercise sessions in the main hall and actions songs in the playrooms are several of the ways the children participate in regular physical activity. The future development of the outdoor learning environment includes plans to extend this through

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the nurture of edible plants and vegetables. Children are polite and well behaved. They learn from the staff being polite role models and during circle times listen to the views of others. Good social development is evident as they take roles and play with each other in the role play and at the table without adult instruction. Children share well, such as when they are exploring the shaving foam.

Children are well supported through visits when they start that help them complete the transition into the setting. Daily opportunities to visit other parts of the school are undertaken. During these times the children interact with the other children and staff in the reception class. At lunchtime those joining lunch club eat with the older children in the main hall. School staff are welcoming and acknowledge the children as they pass through the rooms on route to the outdoor play areas. This is helping children to gain confidence with the wider school community. It provides a very secure base to prepare the children who will be taking up a place in the reception class at the start of the next academic year. Consultation with parents allows information to be shared with other relevant services and professionals. This high priority approach ensures that children receive very sound support from an early stage which promotes their outcomes and helps narrow potential gaps.

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

The good policies and procedures in place and the effective organisation of the management means that the requirements of the Statutory framework for the Early Years Foundation Stage are effectively met. Safeguarding procedures link into the school's procedures and reflect the Local Safeguarding Children Board requirements. Staff, through training and induction, are fully informed. Consequently, staff are secure and confident with the procedures they should follow. They discuss what they should do, including whistleblowing and should they have a concern about the conduct of a co-worker. They are clear about their responsibilities to protect children and who and how to report concerns within the setting; and to the external agencies responsible for the coordination of safeguarding concerns. Recruitment and vetting is undertaken through the local authority and follows current guidance. All staff working at the setting have completed all relevant checks. This means the adults caring for children have the relevant qualifications and experience appropriate to their role and suitability of character to care for young children.

The premises are suitably organised and maintained to promote children's safety. Safety features are in place, such as finger guards on doors to protect small hands. Security is monitored effectively by the staff and children are very well supervised. Outings within the school involve staff undertaking regular head counts. Risk assessment is in place and staff undertake additional regular checks, such as the woodland area before visiting it with the children. All staff have a relevant first aid certificate and arrangements for dealing with accidents meet requirements. Records of such incidents are recorded and shared with parents. The school services fire fighting and other equipment as required and checks on the detection system are undertaken each week. Evacuation procedures are conducted with sufficient frequency to meet the fire officer's recommendations.

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Recently, questionnaires have been presented to parents and the management are beginning to collate the responses in preparation to respond to parents; and consider their ideas as part of the plans for future improvement. The very close links with the school means that staff are being provided with clear guidance. There is a developing shared vision where the school acknowledges the importance of the setting and how its future contribution through a quality provision will support the children to gain the best from their learning in the future. A regular programme of appraisal and supervision is ensuring staff build their vocational and professional knowledge. With this comes a renewed enthusiasm for their role which in turn is creating a lively and stimulating place for the children to be. The foundation stage coordinator within the school supports and monitors the learning provision working closely with the staff to ensure there is a stimulating and varied curriculum.

Parents are fully engaged and suggestions for parents to foster their child's learning when at home are provided. Displays and other information are made available to parents and daily logs and communication booklets are maintained efficiently. The setting demonstrates effective partnership working to ensure that all children's individual needs and starting points are acknowledged and built upon. Their robust approach for seeking the support of extended services contributes to helping prevent children from being disadvantaged or left behind.

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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.

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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	EY460727
Local authority	Wirral
Inspection number	910929
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	30
Name of provider	Greasby Infant School Governing Body
Date of previous inspection	not applicable
Telephone number	01516772830

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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

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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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