

# Greenacre Pre-School

New Road Side, Rawdon, LEEDS, LS19 6DD



<b>Inspection date</b>	26 February 2018
Previous inspection date	17 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is ambitious and committed to providing the highest-quality learning environment and experiences she can for all children. She has an accurate view of the quality of the pre-school and regularly gains the views of children, parents and staff to help identify areas for further development.
- Children's literacy skills are developing well. Older children confidently explain their understanding of the characters in familiar stories and predict what will happen. Staff provide many opportunities for children to write. They successfully encourage children to write the names of musical instruments and effectively promote children's enjoyment of books.
- Children's behaviour is very good. Older children are polite, assertive and kind. Staff skilfully support younger children to learn to share. They are sensitive as they help them understand the different strategies they can use to play happily with others.
- Staff form strong and supportive relationships with parents who are complimentary about the calm and happy atmosphere that staff provide. Parents feel that staff exceed their expectations in the care and education that they provide for their children.
- Partnerships with school and other professionals are well established and effective. Staff carefully plan a consistent and joined-up approach to help ensure that they fully support children's individual developmental needs.

### It is not yet outstanding because:

- The managers monitoring of children's learning is not consistently rigorous enough to help identify any variation in the progress made between different groups of children.

## What the setting needs to do to improve further

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

- monitor the progress of different groups of children to help identify where practice can be improved even further to help swiftly close any gaps in all children's achievements.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and evaluated the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation of teaching with the manager and discussed the pre-school's self-evaluation.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of suitability of staff working at the pre-school, policies and children's records.
- The inspector spoke to a number of parents and written views of parents and professionals provided for inspection and took account of their views.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager uses robust recruitment and vetting procedures to ensure that staff are suitable. All checks for committee members are complete. The manager provides induction for new staff, appraisals, training and regular coaching to help them understand their role. The manager implements an effective safeguarding policy and staff understand how to protect children from harm. All staff have completed paediatric first aid. Staff deploy themselves effectively and supervise children well. Staff carry out daily checks to ensure that any risks to children are minimised. Children talk confidently about the evacuation procedure and know why this is important.

### Quality of teaching, learning and assessment is good

Qualified and experienced staff accurately assess children's development. They keep parents well informed about their children's progress by way of daily discussion, regular assessments and parents meetings. Older children play imaginatively with their friends. They show concern as they act out the role of being a doctor. Children play cooperatively as they have their temperature taken and show kindness when looking after each other. Children are motivated and creative as they explore paint and talk about painting caterpillars and butterflies. Staff help children to think about the features of these insects and how they will paint them. Children paint with care and control as staff extend their knowledge of colour. Children are interested to experiment with the cars and the long cylinder. Staff help children to develop and use mathematical language, including direction and speed as they take turns in racing the cars, to see which is the fastest.

### Personal development, behaviour and welfare are good

Staff are extremely calm and nurturing. Children soon settle and build trusting relationships with them. They effectively support children's emotional well-being. Staff provide an exciting, well-resourced and homely learning environment that supports children's confidence and their individual choices. Staff provide healthy snacks for children. They also promote good hygienic, self-care habits. Children understand that their hands need to be clean before they eat. Children use wheeled toys confidently. They show good spatial awareness as they navigate around the playground and avoid people. Staff challenge children further as they support them to practise riding bicycles that have two wheels. Children's health and physical well-being is strong.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities are making typical or good progress from their starting points in learning. Boys demonstrate self-assurance as they share news of their achievements at home and talk enthusiastically about their awards. Children are learning to identify two digit numbers. Young children show persistence and determination as they place trains end-to-end ensuring that the magnet connects to join them together. Children demonstrate good attention and listening skills as they take part in circle time and read books with staff. Children learn skills, which prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	EY306365
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1104345
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Greenacre Preschool Rawdon Committee
<b>Registered person unique reference number</b>	RP518941
<b>Date of previous inspection</b>	17 November 2014
<b>Telephone number</b>	0113 887 9695

Greenacre Pre-School registered in 2005. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 4. The setting opens from Monday to Friday term time only. Sessions are from 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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