

Green Lane Pre School

St. Barnabas Church Hall, Green Lane, WORCESTER WR3 8NY



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| Inspection date | 6 November 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of 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

The provision is good

- Managers and staff have a strong understanding of their safeguarding responsibilities. They efficiently implement a range of records, documents and policies that helps to support their practice. The pre-school is clean, safe and secure. Children's welfare is fostered at a good level.
- Staff are warm, friendly and kind. They get to know children well using the pre-school settling-in process. They are sensitive to children's individual care needs. Children quickly become settled, happy and content attending.
- The pre-school is welcoming, vibrant and very well laid out, indoors and outside. Children are curious, inquisitive and highly motivated to play, explore and learn.
- Children learn to behave well. They listen to staff and readily follow directions. Staff manage children's behaviour positively. They support children to follow the pre-school rules and participate in the daily routines.
- Teaching is strong. Staff routinely observe children and make accurate assessments of their abilities. The planning is well thought out. Staff provide children with a variety of age appropriate activities. This helps to promote good progress.
- The pre-school's special educational needs coordinator is highly knowledgeable. Children who have special educational needs and children who speak English as an additional language are supported incredibly well. These children make exceptional progress from where they started.

It is not yet outstanding because:

- Managers understand the importance of tracking children's progress and have developed systems to do so. However, they do not make the most effective use of these systems to help promote consistently excellent attainment for all groups of children throughout the pre-school.
- Partnerships with parents are established and overall, parents are happy with the pre-school. However, staff do not always highly engage all parents in their children's learning to help promote excellent continuity between the setting and home.

What the setting needs to do to improve further

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

- make more effective use of the systems in place to monitor children's progress to help promote consistently excellent attainment for all groups of children throughout the pre-school
- extend partnerships with parents and highly engage all parents in their children's learning to help promote excellent continuity between the setting and home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff can identify indicators of child abuse or neglect. They know how to act promptly and appropriately to manage concerns. Managers and staff routinely complete risk assessment checks of the pre-school premises and all toys and resources. This helps to protect children from different types of harm. Managers observe staff practice, meet with them regularly and ensure they benefit from plenty of training opportunities. This has a positive impact on their teaching, safeguarding and welfare knowledge. Managers are ambitious and have clear vision for the future. They accurately identify areas for development and targets for improvement are set. This helps them to achieve good standards.

Quality of teaching, learning and assessment is good

The educational programme is interesting and varied. For example, children greatly enjoy imaginative and creative play. Staff provide them with the materials they require to involve themselves in art activities. Children enjoy creating fire-work pictures out of paint. Staff also encourage their involvement in sand and construction-based play. Children like making models from the resources provided. Children choose to engage in role play and use props to pretend they are hairdressers. They also delight in small-world play with vehicles at floor level. Partnership working with professionals and other providers are very good. Staff share two-way information about children's learning. This fosters some continuity. Children who are in receipt of additional funding are supported excellently. Managers ensure the money is well spent on boosting their learning outcomes.

Personal development, behaviour and welfare are good

Staff promote children's physical well-being. They provide children with a variety of nutritious snacks and meals and help them learn about the importance of a good diet. Staff foster good hygiene routines. They ensure children wash their hands with soap after toileting and before eating. Staff also encourage exercise. Children go to forest school on a weekly basis and take part in physical education sessions at the school regularly. The pre-school is inclusive. Staff find out about and value children's cultures and backgrounds. Children learn about their differences and the lives of people in the community and around the world. This helps to promote mutual respect.

Outcomes for children are good

All children acquire all the skills they need for the move on to school. Children confidently make choices about what they want to do and independently manage their self-care needs with minimal support. Children develop good communication skills. The pre-school employs a speech and language specialist who conducts weekly sessions with children requiring extra support in this area. Children express themselves and they maintain concentration when required, such as during carpet time. Children are very sociable. They take an interest in what their peers are doing and quickly learn to play nicely with others. Children develop skills in literacy and mathematics. For example, children learn about letters and the sounds they make, and they join in with stories. Children competently identify numbers one to 10 and use them when singing songs.

Setting details

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| Unique reference number | EY501404 |
| Local authority | Worcestershire |
| Inspection number | 10076751 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 52 |
| Number of children on roll | 48 |
| Name of registered person | St Barnabas Ce Primary School |
| Registered person unique reference number | RP535490 |
| Date of previous inspection | Not applicable |
| Telephone number | 0190522766 |

Green Lane Pre School registered in 2016. The pre-school consists of 12 members of staff. Of these, eight hold appropriate early years qualifications at level 2 and above, including three qualified teachers. The pre-school operates all year around. Sessions are available Monday to Friday from 8am until 5.30pm subject to demand. The pre-school provides funded early education for two-, three- and four-year-old children.

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