

Inspection of Greystones Preschool

Tullibardine Road, SHEFFIELD S11 7GL

Inspection date: 8 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their learning in this friendly and busy pre-school. They make good progress overall in all aspects of their development. Staff prepare children well for the next stage in their learning, including systematically developing the skills and knowledge they need for starting school. For example, children learn to develop their fine muscle control and cutting skills as they cut paper into hexagons and circles for their football designs. They squeeze, stretch and shape their home-made play dough models. These activities help prepare children for the later development of their writing skills and contribute to their language and mathematical development.

Children are safe and secure. They rise to the staff's high expectations and are very well behaved. Children build strong relationships with the positive, knowledgeable and engaging staff. This contributes to their developing confidence and self-awareness. Staff help children to develop the skills they need to play well with other children. For example, they learn to work with a partner and take turns at pouring water in and filling their containers at the other end. Children learn how to take good care of themselves and live healthily. For example, staff guide them to climb higher and balance with increasing confidence on the beams and benches they often help to arrange.

What does the early years setting do well and what does it need to do better?

- Staff plan well overall to help children participate in a range of activities and build sequentially on their previous learning over time. They make good use of children's interests to motivate them. However, occasionally, staff do not match learning precisely enough to children's abilities in order to fully enrich and support the highest quality of learning. This includes, for example, expecting children to use mathematical skills they are not yet prepared for or to sit and listen in groups for too long for all children to fully engage.
- Staff support children with special educational needs and/or disabilities and others who may be vulnerable and need further support. They work closely with parents and other professionals, such as speech, language and hearing support services, to plan and guide children's learning.
- Staff strongly prioritise the development of communication skills for all children, including those who speak English as an additional language. They make good use of songs and rhymes to engage children in listening to and learning new words and phrases. They introduce children to a breadth of fiction and non-fiction through, for example, regularly sharing stories throughout the sessions. Staff read stories well and help children become familiar with new vocabulary and develop their understanding of the world.
- Children's good behaviour and personal development are promoted well. The

welcome and registration activities, for instance, at the start of each session, contribute to helping children reflect on their behaviour and support them to take turns and listen to others. Staff support children to make choices, including voting for favourite songs and activities. This contributes to their emerging understanding of fairness and decision-making.

- Children are supported well to develop all aspects of their physical skills. They learn to handle small objects and different tools, for example, as they discover how to construct block towers or join magnetic tiles. They become very confident in pouring their own water or milk and slicing fruit at snack times. They progressively develop their ability to balance, climb and pedal as they learn to manage obstacle courses or ride different vehicles.
- The leadership is ambitious to ensure that all children leave the pre-school as happy, confident and eager learners. They make good use of training, for example, to create an environment that encourages good communication skills and a calm ethos. Leaders research and develop ways to accurately evaluate the impact of provision on children's learning. There is a low turnover of staff and morale is high.
- Parents strongly recommend the pre-school. They strongly feel that their children are well prepared for their future learning experiences, including starting school. They particularly appreciate how welcoming and supportive the staff are and the good-quality information on their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- sharpen the planning and staff's engagement with children to consistently match learning to the needs of all children.

Setting details

Unique reference number	2753218
Local authority	Sheffield
Inspection number	10405903
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	30
Number of children on roll	103
Name of registered person	Greystones Pre-School CIO
Registered person unique reference number	2753217
Telephone number	0114 267 1111
Date of previous inspection	Not applicable

Information about this early years setting

Greystones Preschool registered in 2023. The setting employs 10 members of childcare staff. Of these, seven members of staff hold early years qualifications at level 3 or above, including two with qualified teacher status. The setting opens from Monday to Friday, from 8am to 3.30pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The manager and the inspector completed joint observations of the children's learning experiences and evaluated the activities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the children about their experiences as they played.
- The inspector spoke to several parents during the inspection and also took account of their views from written feedback.
- The manager provided the inspector with relevant documentation on request.
- The inspector spoke with the manager about the leadership and management of the pre-school.

We carried out this inspection 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.

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