

Inspection of Greenhills Pre-school

Marlborough Primary School, Tytherington Drive, MACCLESFIELD, Cheshire SK10 2HJ

Inspection date: 19 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The pre-school is based on a school site and provides good-quality care and education for children. Children have opportunities to explore a variety of outdoor spaces, for example a woodland, meadow and stream. This means children develop a good understanding of the natural world. Staff take children on trips and arrange events involving children's families. This helps to build relationships with families. Children are happy and safe.

The curriculum is well planned to meet children's needs. Staff know children well and plan activities that help all children to progress in their learning. They spend dedicated time with their key children to help them understand what they need to learn next. Staff engage children as they read stories to them. Children listen attentively and join in enthusiastically with the familiar stories. This supports children's developing communication and language skills and helps them to develop their focus and attention.

Staff form good relationships with children. They provide cuddles and warm words to comfort them. Children become highly engaged in activities and take a keen interest in their own learning. Behaviour is good, children listen carefully to staff and follow instructions.

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

- The curriculum supports children's learning and they are well prepared for school. Staff know children well and plan next steps based on their individual needs. This means all children, including those with special education needs and/or disabilities, make good progress in their learning.
- Staff provide good support for children's physical development. They encourage children to take manageable risks in their play. For example, children climb on challenging outdoor equipment. They show a strong belief in their own abilities and persevere when they experience difficulties. This helps to develop children's resilience.
- Staff skilfully extend children's learning as they play. For example, when children find a ladybird, staff introduce resources and books to help children learn more about it. This helps to develop children's knowledge and skills.
- Older children are good role models for younger children. For example, the 'frogs' help the younger 'tadpoles' to learn where to go at different times of the day. This allows older children to develop a sense of pride and responsibility.
- Staff use mealtimes to extend children's learning further. For example, staff encourage children to talk about their home lives. They encourage children to compare sizes and quantities and to make their own choices. This helps children to embed the things they learn.

- Staff tailor learning to meet the needs of different age groups. For example, children split into two groups for stories. This means all children enjoy appropriate and engaging learning.
- Strong parent partnerships support children's development. Staff frequently discuss children's progress with parents. They share ideas on what children can learn at home to support their learning at pre-school. This helps to promote consistency in learning between the pre-school and home.
- Communication with other settings is not consistent. For example, when children also attend another setting, the pre-school does not always keep in touch with them. This means that they are not able to provide continuity in children's learning across both settings.
- Leadership and management are good. The provider is reflective and takes an active approach to adapting the setting to meet the needs of children. Staff feel supported by the manager. They undertake training in order to help them fulfil their roles.
- On occasion, staff do not explain to children the behaviour that they would like to see. For example, staff do not explain to children the importance of caring for one another's art work. This means that children are not always clear about the behaviour that staff expect.
- Children learn about what makes them similar and different to others. For example, they study the features of different faces, and create their own faces by painting in foam. This supports children's understanding of themselves and others.

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:

- strengthen partnerships with other settings to better understand children's development and promote continuity in their learning
- embed clear boundaries for children so that they understand what behaviour is expected of them.

Setting details

Unique reference number	EY410017
Local authority	Cheshire East
Inspection number	10339251
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	35
Name of registered person	Greenhills Pre-school
Registered person unique reference number	RP907073
Telephone number	01625503980
Date of previous inspection	6 July 2018

Information about this early years setting

Greenhills Pre-school registered in 2010. The pre-school is open Monday to Friday from 8.30am to 3.30pm, during term time. The pre-school employs five members of staff who all hold a childcare qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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