



Greenfields Nursery

Inspection report for early years provision

Unique Reference Number	EY332672
Inspection date	31 October 2006
Inspector	Margaret, Ann Sandfield
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Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Greenfields Nursery and Out of School Clubs opened in 2006 and is a privately owned nursery. It operates from two connecting playrooms in a mobile building in the grounds of Sandgate Primary School in Folkestone. A maximum of 30 children may attend the nursery or after school club at any one time. The nursery opens each weekday 08.50 to 15.00, during school term time. The after school club opens each weekday 15.15 to 17.30.

There are currently 62 children aged from two to under five years on the nursery roll. There are 55 children aged from five to under 11 years attending the after school club. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs six members of staff. All of them hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are offered a variety of energetic physical activities during the day. Nursery children excitedly participate in a variety of action rhymes sessions as it is raining. Following the energetic action rhyme session, the staff talk to children about the effect healthy exercise has on their bodies. The staff suggest that they may need to take off their jumpers if they are too hot. Energetic play sessions are not always able to take place in the nursery's own outdoor area, as the ground quickly becomes water logged when it rains. However, they have use of the school playground and playing field when the school children are not using it. After school children enthusiastically line up to go to the school playground to play energetic games with staff. This helps children of all ages to develop control of their bodies and learn about how exercise has a positive effect on their health.

Snacks and drinks are provided in accordance with children's dietary needs and parents' wishes. Children have opportunities for drinks of water throughout the session and can pour their own drink from a jug on a low level side unit. This practice prevents children from becoming thirsty and contributes to their good health. After school club children are given a choice of fairly healthy snacks, when they arrive at the setting. Nursery children have regular breaks timetabled into their routine. A well planned snack time encourages them to recognise and try a variety of fresh fruit. They help prepare the bananas with staff and pass the fruit platters round the table. The staff and children chat about the different fruit and their likes and dislikes. All children are beginning to have a good understanding about healthy foods. As a result, children's good health is effectively supported.

Both Nursery and after school club children are consistently encouraged to follow appropriate hygiene and personal care routines. They wash their hands before lunch and snack times and after using the toilet. Younger children, under three years-of-age, are given additional help to understand what is expected of them. As a result their emotional wellbeing is supported well. Older children, who use the toilets independently, are reminded by the staff to wash their hands. These routines help reduce the risk of cross-contamination and help children remain healthy.

Children's good health is adequately supported through the provision of well documented policies and procedures. There is a clear policy and procedure to follow in the care of sick children to prevent the spread of infections. Accident and medication records are shared with parents and contain all relevant information. The accident and medication books are presented in a way that enables all records to remain confidential. There is a suitable, easily accessible first aid kit.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All children are cared for in a two roomed mobile classroom on the grounds of Sandgate primary school. The premises are warm, welcoming and well ventilated. There is plenty of natural light.

They have use of an adjacent small, safe and secure outdoor play area, as well as the school outdoor area. The staff monitor and supervise children sufficiently to prevent any incidents/accidents both indoors and outdoors. Children of all ages are able to move around freely and independently, as staff complete written risk assessments before each session. Children can use the toilet independently once they are competent. Children self-select activities from a suitable range of equipment and resources, which meet safety standards. The staff use radio phones to keep in contact with each other, when they are supervising children in the indoor and outdoor area simultaneously. These routines and procedures provide all children with a safe environment in which to relax and play confidently and safely.

The provider has all the required procedures and documents in place to ensure children's welfare is being safeguarded and promoted. All staff employed to work with children hold a current first aid certificate. As a result, children's welfare is being adequately safeguarded. The staff follow clear, sound procedures to ensure the after school club children arrive safely. There is a secure and safe entrance system. As a result, children are kept safe when being collected from the setting and cannot leave the building unaccompanied. The records of information on individual children include a record of the names of persons who can collect the children. They have a concise lost child procedure. The staff and children regularly practise the fire drills. The staff have an adequate knowledge and understanding of how to deal with any child protection issues and who to contact if they have any concerns. However, their knowledge and understanding is not in line with recent changes to child care legislation.

Helping children achieve well and enjoy what they do

The provision is good.

Nursery children have many opportunities of being involved in adult-led small group activities, taking place throughout the session. They are also enthusiastically involved in several whole group activities. The staff are extremely enthusiastic and this 'rubs off' on children. They excitedly join in the activities or hover around watching or waiting their turn. Children appear settled and very confident. Good ratio of staff to children provides lots of time and opportunities for staff to interact and play with the children. As a result, children are developing very effectively and have the opportunity of reaching their full potential.

Both nursery and after school club children are supported by the staff, who know them well. As a consequence staff are able to build on what children themselves know and can do. They are in the process of implementing planning for the nursery children, once they know the younger children's needs and interests. They are currently recording their observations of the children at play. The planning format highlights how younger children's individual needs are to be met alongside the older children's. Children's key workers have been chosen to reflect children's own preferences. The staff are able to see who the younger children naturally relate best to, through careful monitoring. Two members of staff have undertaken the birth to three training.

Although sessions at the nursery and after school club run concurrently, they are both organised similarly. Children experience mainly free play. Children happily play by themselves, in small groups or all together in group games. Younger children play alongside the older children and all are given a great deal of adult support and encouragement. Children enthusiastically help

themselves to good quality, well maintained toys and resources. These are easily accessible for children as they are either placed on low tables, shelves or on designated floor areas. As a result, children can self-select the activities of their choice, which meets their needs and interests. There are many additional resources stored in containers. Many have clear picture and word labels informing children of their contents, should they wish to ask for them. This enables all children, including children with additional needs, to be in control of their own play and learning.

Nursery Education

The quality of teaching and learning is good. The staff have a sound understanding of the Foundation Stage and their roles and responsibilities. They are effectively delivering sessions to build on what children already know. The staff plan the curriculum well to promote progress towards the early learning goals and inclusion of all children. It is clearly linked to the assessments of children in order for staff to consistently enable their progress. It includes what children are intended to learn. The staff also plan for spontaneous play. For example, when the children became fascinated with a big crane, which was involved in building work on the school site, staff deviated from their short term plan to accommodate their interests. The staff use their knowledge well to present children with new experiences and information to suitably challenge them. They are clear about what is expected of them and work well as a team. Children are encouraged to get the most out of a game or activity as staff are very pro-active in facilitating them. The staff provide routine plans and they display a wide variety of stimulating labelled art and craft for parents information.

Children are involved in well organised free choice sessions, with opportunities to fully focus on an activity for as long as they wish. As a result children are able to gain the most from the resource or activity. These free play sessions allow children to be in control of their own learning, initiate their own play and explore and discover things for themselves. Resources are changed or adapted to support the current topic. Toys and resources are also rotated, enabling children opportunities to play and explore the whole range of resources. Children enjoy a wide variety of opportunities for different types of art and craft work and role play opportunities, which contribute to their creative development. Careful thought is given to the organisation and provision of resources, including the role play resources, so as to entice children to play with them. Children use their imaginations playing in the home corner, which is well equipped. One child happily played by herself. She spends some time with the dolls in the Little Trikes House, engrossed in her game of making up the dolls bed and feeding and nursing the doll. Consequently children's imaginations are being appropriately stimulated. This is supported by the provision of a range of multi-cultural resources. As a result, it meets the needs of all the children currently attending and impacts positively on the way children respond, learn and progress.

Children receive encouragement to develop an enjoyment of books and develop reading skills. During group story time, they confidently retell part of the narrative and correctly guess what happens next. Children independently select books and look through them with interest. Children are encouraged to recognise their own names through imaginative practical routines. There is a name labelling system in use for the self registration activity and children's coat pegs.

The staff plan and facilitate several small group educational games extremely well. Children play a racing snail game with enthusiasm and expertise. This game helps children to develop their social, thinking, language and mathematical skills. They accurately count the number of dots on the dice and move their snail the appropriate number of spaces. Children recognise the colour of their snail and understood that a snail moves slowly and curls up inside the shell. They understand the rules and patiently wait for their turn to throw the dice. Staff knowledgeable and effectively help children make the very most of activities. They know the children and interact well with them, holding their interest and fuelling their enthusiasm and confidence. The staff use this opportunity to extend children's knowledge and understanding of the world. They talk to children about other animals that curl up and go to sleep for the winter and what this process is called. As a result children are totally engrossed in and fully focussed on the game.

Activities relating to mathematical development are very evident. The staff made good use of many situations to encourage children to count through practical routines. Children are encouraged to use number words and explore mathematical concepts at every opportunity. For instance, their knowledge of addition and subtraction are re-enforced well when they sing nursery songs in a group circle time. The staff also use circle time to encourage children to explore their understanding of the changes in the weather and its effect on the trees. When asked what the wind is doing, children replied blowing. They went on to say that the leaves were falling off the trees. Children also knew what season it reflects.

Children are encouraged to recall and talk about events in their own lives and those of their families. One child was helped to make a special birthday card for his Grandma and was encouraged to show another staff member the results of his efforts who enthusiastically gave him lots of praise. The staff ask children open-ended questions throughout the session. They encourage children to think for themselves, make decisions with confidence and use their imagination well. Children receive much praise and encouragement throughout. This builds on their confidence and self-esteem, giving them a feeling of self-worth. Less confident or younger children are given a great deal of help and support.

Children's physical development is encouraged during the vigorous physical play sessions. This is more evident indoors, when children enthusiastically took part in energetic action rhyme activity. There are some opportunities to play outdoors in their own small play area to promote children's fine and gross motor skills. However, this area is often not useable, as it is often muddy in the winter months and not particularly inviting. They do have use of the school playing field and play ground, but this is dependent on the weather and whether it is in use.

Helping children make a positive contribution

The provision is good.

Children of all ages show a great deal of care and concern for each other, sharing and taking turns and playing well together. Children and adults have very warm relationships. They chat happily and confidently during activities and children are equally comfortable in the presence of less familiar adults. Children are given consistent messages by staff and reminders about what is expected of them. As a result, they are very well behaved. Children are developing good self-esteem through the many opportunities to voice their opinions, take decisions and make

choices. Children are given constant praise and encouragement. The staff are excellent role models, which encourages the children to remember their manners and use appropriate phrases instinctively. Children enthusiastically and efficiently follow staff requests to stop what they are doing, tidy up and go into circle time.

The staff create a calm atmosphere conducive to the wellbeing of the all the children, including the younger ones. During lunch and snack times children are relaxed and chatting sociably to each other and to staff. Throughout the session the atmosphere remains calm and provides children with an ideal learning environment. The staff provides a meaningful range of activities and resources so that children have both times to relax as well as be active. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Communication between staff and parents is excellent; it is very relaxed friendly and informative. The setting places a great deal of emphasis on working in partnership with parents on every level to continue to meet the needs of all children. They provide a great deal of additional information to help everyone to work in partnership, which provides the best possible care and learning opportunities for the children. They use a great many Medias to share information with parents. However, staff prefers to share information with parents verbally, as they like to talk directly to parents. They are able to talk to staff privately, as the setting has access to a room in the adjacent school. Parents are encouraged to phone at any time. The setting also has a web site, which is continuously updated. They provide all children in the nursery with contact books, which are completed daily. They feel this is particularly important to aid communication for parents who are unable to collect their children on a regular basis. Policies and procedures are available for parents and attached to the parent's notice board. These keep parents well informed about the service provided as they are clear, comprehensive and informative. Information on the board includes their children's activities, key worker groups and routines. Parents of older children are invited to participate in a reading scheme, as children are able to take the book home to read to their parents. The setting also provides written advice on foods to include for a healthy well balanced lunch/teatime box. A complaints procedure and a complaints log are provided. There is a suggestion box for parents to further influence the service provided. This reinforces and emphasises the setting's commitment to working in partnership with parents, by actively valuing parent's views on and involvement in their children's care and learning. As a result children's individual and group needs are effectively being met and the setting enables all children to reach their full potential. All records are kept safe and secure in a lockable filing cabinet and remain confidential.

Prospective parents are invited to an open day. These are arranged on a Saturdays, so that the majority of parents can visit. Parents are encouraged to attend several sessions with their children to encourage them to start to become self assured and promote their sense of belonging. Parents are actively encouraged by staff to share personal information with them verbally and through a 'getting to know you form'. This includes information on children's likes and dislikes and 'what to do to make them better if they are unhappy'. As a result, children settle very easily. Parents are eager to share their own and their children's experiences at the nursery. Parents of nursery children spoke about how extremely happy their children are at the nursery. They say they are eager to get there, how they have come on in leaps and bounds and how they are surprised at what they can do. Another parent stated that she couldn't speak highly enough of the care her son has received and went on to say how important his safety is to her.

All children are valued and respected as individuals and treated with equal concern. Currently there are children who have English as an additional language attending the pre-school. There is a good range of resources, which reflect positive images of culture, ethnicity and gender. They celebrate a range of festivals. There are procedures in place to assist the integration of children with additional needs, should this be necessary. This would help make all families feel welcome and ensure children's positive attitudes towards others are further established in these early years. Children are learning about equality and justice through their play.

Organisation

The organisation is good.

All mandatory documentation is in place. They are comprehensive, easy to read and follow. With the exception of the child protection policy, they contain all relevant information. Students and new staff participate in a thorough induction process covering all aspects of their roles and responsibilities within the setting. These impact very positively on the quality of care children receive, because adults working with the children clearly know what is expected of them. The registration certificate is displayed in a way that makes it easy for parents to see.

Suitable organisation of activities, space and resources result in all children receiving excellent care. The registered person ensures that the required adult to child ratios is consistently met. They ensure that there are a minimum of two adults on duty at all times and generally operate with a higher ratio of staff to children than required. They follow robust recruitment procedures to ensure people working with children are thoroughly vetted. They are happy to delegate duties, which ensure the staff are valued, motivated and work well as part of a team. This enables children's needs to be supported effectively and their well-being safeguarded throughout their time at the nursery.

All the staff are qualified and experienced. The setting strives to keep abreast of current childcare practice and, as a result, provide very good quality care for all children. The owner and manager have been able to access the 'Birth to three matters' training. They have cascaded their knowledge and understanding of how this will be implemented to staff in order to implement the framework, which is in the process of being planned. The staff are encouraged to undertake further supplementary training courses, when they are available. Other staff members are booked on the Birth to three training and they are planning an 'in house' up-date of all staff's paediatric first aid qualifications. The setting meets the needs of the range of children for whom it provides. Consequently, children's health, enjoyment and achievement are being promoted well.

Leadership and management are good. They promote high standards and as a result children are making very good progress towards the early learning goals. The staff effectively monitor how well the children are making progress and this information is shared with parents at every level. The setting does assess its own teaching skills, strengths and weaknesses well. This is undertaken both formally and informally and includes evidence of reflective practice. There is a section in the planning for critically analysing how well the activity and methods meets children's needs. They demonstrate how they would plan and provide for the inclusion of children with special educational needs and for children from diverse ethnic backgrounds. The setting is committed to improving the care and education for all its children and knows what

needs most improving. They have recently heard that their application for a grant to improve the outdoor play provision is likely to go ahead. It has met the criteria to go on to the next stage of the process. They have a clear vision on how they want the setting to run and the equipment and resources required to improve the standard of education the children are receiving.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff have current knowledge and understanding of child protection procedures in line with recent changes to legislation

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop outdoor area to provide children with opportunities to play with resources that support and extend all areas of their learning and development

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