

# Greenlands Nursery Unit

Inspection report for early years provision

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<b>Unique Reference Number</b>	309745
<b>Inspection date</b>	20 March 2007
<b>Inspector</b>	Janet, Elizabeth Singleton
<b>Setting Address</b>	Greenlands CP School, Dawnay Road, Ribbleson, Preston, PR2 6BB
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<b>Registered person</b>	Greenlands Nursery Unit
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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?

Greenlands Nursery Unit opened in 1999 and is registered under the management committee. It operates from one room within Greenlands Primary School and has sole use of a second room, should attendance be above 16 children. The nursery unit is situated in the Ribbleson district of Preston and serves the local area. There is a secure enclosed outdoor area for the group to use providing opportunities for physical play. The group has the use of the main hall for structured physical activities as part of the planned programme. The nursery is open each weekday from 09.00 until 11.30 and from 12.30 until 15.00, term time only.

There are currently 30 children aged from three to under five years on roll. Of these, 27 are in receipt of funding for early education. Children attend for a morning or afternoon session. The setting supports children with a learning difficulty or disability.

There are three staff available to work with the children, all of whom are all qualified in early years. The setting receives support from a teacher from the early years teacher team.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is very well promoted as they develop good hygiene practices. They learn how to wash their hands using liquid soap and paper towels. They discuss why they need to wash their hands after playing outside because of germs, and they talk about being clean. Good hygiene practices are followed as staff clean the tables before snack time and after each session. Children's medical needs are attended to by staff having all necessary written consent in place and all the required documentation completed, up to date and readily available.

Children are well nourished as they enjoy healthy snacks. They delight in peeling their own fruit, for example, oranges and confidently pour their own water or milk to drink. They talk about healthy food helping them to grow strong and build their muscles as they enjoy their toast, sitting together delighting in the social occasion.

Children have daily opportunities to explore the outdoor area. They confidently use the bats and balls, climb and balance on the balancing blocks and jump in and out of the hoops placed on the ground. They take part in the parachute game and use their bodies to hold it steady in the wind, to lift it up and to lower it to the ground, which they do in a controlled manner. They run with skill to find the shapes on the ground as they run to the triangle, circle, square and rectangle without bumping into each other. They develop their fine motor skills as they cut with scissors, use pens and crayons to make marks and glue sticks to create their sticky pictures. They learn about the changes that occur to their bodies when exercising as they place their hands on their heartbeat and listen to the change in their breathing when playing outside.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in very welcoming and safe indoor and outdoor environments which are planned to meet their needs by making good use of the available space. They have room to move freely and play without unnecessary restriction. They access the well resourced areas of continuous provision including role play, dressing up, messy play and the construction area. They make choices from a wide range of resources which are of a good standard. They delight in choosing from the jigsaws, farm animals and the cars and garage. Children make further choices as the storage of the equipment assists them in making decisions about their play.

Risk assessments are in place for the equipment and include how the resources are to be kept clean to maintain the health and safety of the children. Children learn to start being responsible for their own safety because staff gently remind them to put toys away after use so that the floor is clear of tripping hazards, to avoid running and to avoid throwing toys or equipment. Staff talk to children about being careful and the consequence of their behaviour, for example, you may fall, hurt yourself or someone else. All the required safety features are in place and in good order.

Children's safety is monitored well because staff understand their role in child protection and are able to put appropriate procedures into practice, when necessary, based on national and local guidance. Their safety is protected in the setting because they are cared for by adults who are vetted and have relevant experience, knowledge and skills. However, the written child

protection policy does not clearly define how an allegation against a member of staff would be dealt with.

## **Helping children achieve well and enjoy what they do**

The provision is good.

The younger children are becoming competent learners as they are listened to and enjoy good social relationships with the staff and other children. They are supported as they play with activities provided at different levels to ensure their full participation. They are able to move freely and make choices about their play, therefore developing their independence. They access a range of interesting activities which support their overall learning. They delight in making junk models and rolling, cutting and exploring the play dough. They access the outdoor area and take part in the team games, for example, the parachute.

Nursery education.

The quality of teaching and learning is good. Children make good progress because the staff have a very good understanding of the Foundation Stage. They find out about children's starting points as they observe and assess their skill base and involve parents by completing the 'All about me book'. The staff plan and develop a curriculum plan which gives equal weighting to the six areas of learning. Children's individual learning needs are assessed regularly and recorded to show their progress through the stepping stones. Evaluation of all activities takes place and is used to inform future planning to further meet the individual needs of the children. Staff understand how children learn by planning activities which include practical and immediate experiences and cover the intended learning outcome, grouping and resources. Staff's good use of questioning challenges and supports the children to achieve as much as they can. They work directly with the children, sitting with them and supporting them in their play. However, the presentation of the book corner does not encourage children to regularly access books for pleasure.

Children are very interested and motivated to learn as they sit and complete their tasks, for example, the jigsaws and sticking. They are confident as they readily change activities and initiate interaction with other people. They eagerly enter the nursery as they greet each other and find something to do. They are becoming very independent as they pour their own drinks, peel their own fruit and manage their fastenings when getting ready to play outside. They demonstrate their understanding of the setting's behavioural expectations, as they follow instructions to line up, listen and to tidy up. They learn about the community as they take part in planned activities and access resources, such as the Chinese restaurant, when playing. They chatter to each other as they play and delight in discussing the activities they are taking part in. They talk about the Easter eggs and how many they will have, the size and shape of the eggs. They practise their writing skills as they access chalk boards, pens and crayons to write their name and ascribe meaning to the marks they make. Some children are forming letters correctly when spelling their own name. They are developing their mathematical skills because staff promote mathematical thinking through daily routines. Children count cups and plates at snack time and learn about early calculations as they decide how many plates are needed for the number of children present. They count themselves when lining up, with some children counting to 10 and above. They recognise numerals as they search to find the number two during a mathematical game on the outdoor number line. They delight in measuring the spaghetti and competently use language such as bigger than, longer than, taller and smaller than.

Children investigate the soil as they look at the bulbs and discuss the roots of the growing plant. They explore the play dough as they cut, roll and stretch it to make it into biscuits. They use large wooden blocks to construct a bridge to cross the 'river', when playing outside. They delight in using junk materials to make a train or a house as they learn about three dimensional images. They access remote controlled toys and the computer as they learn how to switch things on and off and operate simple programs. They learn about time as they discuss the days of the week at carpet times and discuss they place in which they live. They become involved in their creative work as they make pictures, models and draw themselves with the chalk at the chalkboard. They sing confidently and with enthusiasm at circle time and use the musical instruments with gusto to accompany their songs.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and fully welcomed into the setting. They take part in all activities as they access all areas of play and engage enthusiastically in all purposeful topics. This is because the staff ensure all have an equal opportunity to access the areas of continuous provision and by the completion of the activity monitoring sheets. Children who have learning difficulties or disabilities are extremely well supported by the caring staff who make sure they can participate in all significant activities and are fully included in the setting.

Children understand there are behavioural expectations as they listen to the staff and follow their instructions. They talk to children about their behaviour and encourage them to think about the consequences of their actions. Staff use praise frequently and reward children when they try, with a smiley sticker. Children beam with pride and show the staff and their friends their smiley stickers for being good.

Partnership with parents and carers is good this being effective and contributing significantly to the well-being of the children. They share good quality information, welcome parents into the nursery and encourage parents to contribute to their child's record of achievement. Parents' views are sought effectively as they complete an 'All About Me ' book prior to their child starting at the setting, which enables staff to plan for children's progress. Parents take part in the home link scheme which introduces them to the topic area and how they can promote their child's learning at home.

Children's spiritual, moral, social and cultural development is fostered. The children learn about the community and other cultures as they engage in activities and use toys and equipment which promote their understanding. They enjoy playing together and learn to share as they wait their turn to pour their own drink at snack time. They learn to manage their behaviour and are well mannered as staff encourage children to think about feelings and how they would feel if they were upset.

### **Organisation**

The organisation is good.

The setting makes good use of time, space and resources to enable children to make choices and access toys and equipment. The children move freely through a well organised setting which maximises play opportunities. Policies and procedures are used effectively to promote the welfare, care and education of the children and work well in practice. All the required documentation which contributes to children's health, safety and well-being is in place and maintained to a high standard.

The leadership and management are good, with staff being led by a committed management team who are very forward thinking and actively plan for change. The staff work well together as a team and support each other in their roles. Training is fully promoted for all staff to increase their knowledge and skills to improve their practice and therefore the care of the children. The setting promotes the education and outcomes for children effectively, with staff who continuously monitor their own performance by evaluating activities provided and monitoring children's progress.

Overall, the provision meets the needs of the range of the children for whom it provides

### **Improvements since the last inspection**

At the last inspection the setting was asked to ensure all the committee members are familiar with the National Standards and to implement a recording system for the induction procedure. All members of the committee have been issued with the National Standards document for sessional care. They have implemented a checklist for the induction of all new staff and students. This ensures that members of the committee are aware of the requirements of the National Standards and therefore, their responsibility. The introduction of the checklist for the induction procedure ensures the induction of all staff is consistent and recorded.

### **Complaints since the last inspection**

Since 1 April 2004 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):

- improve the child protection policy to clarify how the procedure is to be implemented should an allegation be made against a member of staff or volunteer.

#### **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):

- improve the book area to make it more inviting to children in order to increase their knowledge and understanding of using books for pleasure.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)