



## Greenfields Day Nursery Ltd

Inspection report for early years provision

<b>Unique Reference Number</b>	221635
<b>Inspection date</b>	08 January 2007
<b>Inspector</b>	Lynne Kathleen Talbot
<b>Setting Address</b>	The Sports Field, Caxton Road, Great Gransden, Sandy, Bedfordshire, SG19 3BH
<b>Telephone number</b>	01767 679118
<b>E-mail</b>	
<b>Registered person</b>	Greenfields Day Nursery Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day 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

On the basis of the evidence collected on this inspection:

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

### WHAT SORT OF SETTING IS IT?

Greenfields Day Nursery operates from a sports pavilion situated in the sports field of Great Gransden. It was registered in October 2000. The group serves the local and wider area. The nursery operates 51 weeks per year and is open each weekday from 08:00 to 18:00.

A maximum of 20 children may attend the group at any one time. There are currently 31 children from six months to under five years on roll, part-time and full-time places are offered. All children share access to the outdoor play area. The provision is able to support children with special educational needs and those for whom English is an additional language. There are six staff directly working with the children, including the manager, and four hold recognised early years qualifications. A further staff member is attending an early years qualification course at present.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children are cared for in a comfortable, clean environment where there is plenty of space and separate areas to offer a range of activities. Children observe staff cleaning floors quickly, in accordance with their procedures, after floors are muddied or have items spilt on them. In this way they learn about hygiene through observation and copying adults. Children are able to develop a basic understanding of personal hygiene and health routines as they take responsibility for washing their hands before meals and after using the toilet. They competently take responsibility for themselves showing a development of hygiene awareness telling staff, 'I am washing my hands clean because I have been to the toilet!'. Praise and encouragement from staff reinforces that habit. However children have insufficient support to extend this understanding to prevent the spread of germs as there is inadequate access to tissues, bins for the tissues or reminders to cover their mouths when coughing or sneezing to prevent the spread of germs.

Children enjoy healthy and nutritious foods, including a broad range of fresh fruit and vegetables. They participate in group mealtimes and sit together for snacks where they discuss the foods with staff and talk about which are healthy helping them to grow. Children have some responsibility for serving themselves and enjoy sharing mealtimes with the babies in the nursery. They learn about growth as they discuss, for instance, why younger babies cannot eat the same foods as themselves due to the need for teeth for chewing. However, there is no access to fresh drinking water throughout the day and this limits children's development of independence and understanding of controlling their thirst or need for drinks.

Children enjoy physical activities which contribute to their good health. They have some access to outdoor facilities although this is limited during poor weather due to the available surface. Further development of structured activities for physical development is being planned inside the nursery. Children move freely around the craft area and the quieter playroom showing skill in negotiating each other. Regular access to dressing up clothing enables them to develop self-help skills and independence in dressing. Children use small equipment such as pencils, dough cutters and small construction pieces which aid their development of fine manipulative skills.

Younger children explore a large space equipped with a range of activities to promote their interest and develop movement. The room is maintained as a 'clean' area where all shoes are removed to ensure hygiene standards are maintained. Babies are included as part of the nursery as they join the main nursery for all snacks and meals. Children's rest and sleep patterns are closely monitored and documented each day for parents and carers showing that their needs are met.

Children's general health and safety is supported by all relevant paperwork and records. Children's medical needs, both ongoing or of an emergency nature, are dealt with through clearly outlined procedures carried out by qualified staff. Clear methods of recording and

procedures underpin all aspects of physical care. These measures ensure that children's health can be promoted at all times.

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

The provision is satisfactory.

Children's safety in all areas is given a priority and risks of accidental injury are minimised because staff are vigilant and use clear risk assessments to reduce potential hazards. Policies, procedures and paperwork in this area are planned and reviewed. For example, the manager regularly reviews accident records to assess whether the premises or a nursery routine may have caused the accident. Children benefit from additional safety measures installed in the premises such as the 'closed-circuit television' set up in the kitchen and the large hatch from the kitchen to the quieter playroom for mobile children. This enables any staff member, either preparing foods or in the kitchen having their own lunch, to be available and aware of potential difficulties within any room thereby ensuring children's safety. Staff carry out daily safety checks, repeating these throughout the sessions to ensure continuing safety. They inform each other when they are moving around the areas of the premises at all times. In this way they ensure that the supervision of children is maintained.

Children are beginning to understand about keeping themselves, and others, safe as they take part in regular emergency drills. They are given explanations by staff and understand the importance of listening to instructions in order to prevent accidents. Children are cared for in a welcoming setting where their work is creatively displayed. Continuous monitoring of the environment and staff's attention to details ensures that children's access to play materials reaches an appropriate level of safety. Children are protected because staff understand child protection issues and the appropriate steps to follow. Up to date information continues to be sought to ensure that regulations are met. There are correct procedures for the recruitment of new staff although their induction and ongoing suitability, including reviewing any changes to the National Standards and regulations, whilst employed by the group requires attention.

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

The provision is satisfactory.

Children are happy, secure and settled. They are eager to attend and participate in the activities and play opportunities provided. Children greet each other in the morning and change into indoor slippers before settling down at tables to choose their breakfast. They enjoy talking with staff, and each other, about their weekend or what they have done at home. Children are confident in their relationships with each other and with staff, participating in discussions and initiating conversations. For example as they use dressing-up clothes and try them on with staff members they discuss size, shape, colour or what the clothes are for. Children and staff engage in discussions about a variety of topics including, as an example, fruits and the ones which they or their families like. Children enjoy naming new fruits and deciding whether they have eaten them before, such as pineapples. They learn to pronounce the new word together and then recall whether their family like the food as well. This example enables children to develop their social and communication skills.

Children enjoy a range of themed topic works such as a seaside theme. This introduces them to inviting activities such as cooking 'rock pool' cakes, treasure chests under the sea, and exploring textures of sand and shells. Children show some developing level of independence as they choose resources and activities set out for them throughout the sessions. This includes all areas, and the younger baby room, where storage units have been obtained to be suitable for active play materials which are displayed for children to choose and help themselves to. However, children have limited opportunities to develop creative choices or have control over their own activities and independent learning. There is currently an emphasis on pre-designed craft works for older children which limits children's natural creativity. Increased access to activities such as craft resources and mark-making provision in all areas, and responsibility for materials needs to be offered to support children's natural curiosity as learners.

Children settle quickly due to the staff's care, understanding and planning. They ensure that they have basic necessary information about children, including their likes and dislikes. There is however no initial assessment carried out of children's development, nor provision for parents and carers to contribute to such a process at present. This prevents children from being sufficiently stimulated to foster their development or record their progress.

Younger children's learning and development is carefully planned. Younger children have opportunities to explore new experiences, for example when a drink is split onto the highchair tray. Staff took the chance to use the texture and feel of the drink with babies to splash and investigate the sound made by tapping it saying, 'you are having fun!'. Children show delight as they explore in the playroom with noisy toys, musical instruments and mirrors. They learn about cause and effect, find out what they can achieve and learn that they can have an effect on their surroundings. Staff have good knowledge and enthusiasm for the practical use of the 'Birth to three matters' framework despite having been unable to access a training course. They have introduced and reviewed a record system with which to implement the framework but parents have not received adequate information regarding the 'Birth to three matters' framework and this limits their involvement in the children's development.

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

The provision is satisfactory.

All children are welcomed and play a full and active part in the nursery because staff value and respect their individuality and the family context for each child. Children are offered a range of opportunities which promote their understanding of their local society and increase their awareness of other cultures and ways of life. These include looking at celebrations such as Hanukkah and Chinese New Year. The nursery continues to broaden their provision and practice to support diversity. Participation in realistic role play such as the home corner, including that in the younger baby room, enables children to make meaning of the world around them and make connections between their home life and the nursery.

Children's needs are documented and met, and their welfare consistently promoted because of staff's good relationship with parents. This includes daily report sheets for babies and weekly report sheets for the older children which include both physical care and activities carried out. There is as yet, however, insufficient information provided to parents regarding the 'Birth to

three matters' framework or a system to enable parents to contribute to their children's development from the point of entry into the nursery setting.

Children are kind and considerate to each other and to staff. They freely take turns, say 'excuse me' or 'would you like me to help?' as they ask each other for toys. They are encouraged to think about each other's feelings and find ways to comfort children who are sad or new to the group. For example when new children are disturbed they accept the need for their individual attention from a staff member and can be seen to be gentle in their approach. Children are encouraged to be part of the routine, for instance, they take messages to staff in the baby room asking how many babies there are for lunch and carry the response to other staff. This promotes their sense of belonging. Children respond very well to staff, and benefit from the positive approach and excellent staff role modelling.

Children who have special needs would have their requirements clearly identified as there is a practical policy relating to this. Staff plan, when children with a special need are attending, that this policy is implemented, to work with individual children and parents to make sure that all would be included in the activities and routines. Children for whom English is not the first language could receive appropriate support as staff work hard to establish working relationships with parents and extended family.

## **Organisation**

The organisation is satisfactory.

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

Children benefit from the care provided by experienced and qualified staff. Children's varying needs are met and they are offered a broad, planned range of activities and a wealth of play opportunities. The setting is divided into separate areas offering creative and active play separate from a large quiet room for mobile children and a large baby room for non-mobile or younger children. Children are able to move safely and independently from one area to another, confidently initiating their own play and learning.

Children's welfare and safety are promoted through the setting's clearly defined policies and procedures and the staff's practical knowledge and daily implementation of these. There is, however, a limited formal induction process for new staff which fails to show that there is an understanding of health and safety procedures or child protection procedures. There is also no continuous staff assessment or appraisal system, to ensure that all training needs are identified or that staff have an understanding of any changes to regulations or the National Standards.

All daily sessions are planned, with a balanced range of opportunities throughout the day although physical activities are being reviewed by the manager at present. Younger children have access to their own large playroom which is fully equipped to meet both their developmental needs as well as having provision for physical care. Staff are trained to work with the under two years age group and have an understanding of the particular needs of the age range. Routines are arranged to include babies into the nursery routine where possible but the flexibility in the routine does show that staff provide good cover for this age range so that their individual routines for care are met. Staff pay attention to what children are doing and

ensure that they are always given sufficient time and resources to complete their activities and tasks. Staff meet regularly at staff meetings to plan future work, and thereby work on ensuring that the development of all children is promoted.

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

At the last inspection the provider was set actions within a notice of action to improve. They were required to address staffing levels and qualifications across the nursery, and to ensure that staffing rotas were sufficiently detailed to enable ratios to be maintained according to the National Standards. The nursery was required to review documentation procedures to maintain accurate registration details for both staff and children attending. They were required to address the hygiene of the premises with particular regard to the nappy changing area, the kitchen, and sterilizing facilities. This included providing suitable resources to enable the premises to be maintained to the required standard of hygiene and cleanliness.

Since the inspection the provider has maintained the premises to an appropriate standard by introducing new procedures for cleaning, reviewing supplies and replenishing stocks, purchasing new facilities, and moving storage of unhygienic items into other areas. This has safeguarded children's ongoing health and safety, as well as protecting them from cross-infection. New staff have been employed as well as further training for existing staff provided, and staffing rotas have been adjusted to ensure that the appropriate level of qualified staff are present at all times in all areas. This increases the safety and well-being for all children. Procedures to ensure that registers are accurately and promptly maintained have been introduced which improves the safety of children.

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

Since the last inspection 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**

On the basis of the evidence collected on this inspection:

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

### **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 that fresh drinking water is available to children at all times

- develop opportunities for children to understand personal health and take responsibility for their physical needs
- develop children's initial and ongoing assessment records to help them move onto the next stage in their learning. Develop methods of sharing information with parents about the 'Birth to three matters' framework and provide opportunities for them to contribute to their children's learning
- improve opportunities for children to develop creativity through various mediums including arts, crafts, music and drama. Organise resources so that they are readily available to children to support choice and critical thinking
- ensure that staff induction procedures include health and safety and child protection procedures in their first week of employment. Review the operational plan to show how the continuing training needs of staff will be assessed and met.

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)