

Greengate House Nursery

Inspection report for early years provision

Unique Reference Number	302035
Inspection date	23 April 2007
Inspector	Jane Elizabeth O'Callaghan
Setting Address	188 New Line, Bradford, West Yorkshire, BD10 0BX
Telephone number	01274 611288
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Registered person	Greengate House Nursery
Type of inspection	Integrated
Type of care	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.

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?

Greengate House Private Day Nursery opened in 1996. It operates from a converted business dwelling, set back off the road, on the outskirts of Bradford. A fully enclosed, secluded outdoor play area is available to the rear of the premises and some car parking is available to the front. The nursery serves the local community and surrounding towns. The nursery opens five days a week all year round with the exception of bank holidays and Christmas. Sessions are from 08.00 to 18.00.

There are currently 70 children from three months to five years on roll. Of these, 19 children receive funding for early education. The nursery supports a number of children with learning difficulties and disabilities and also supports children who speak English as a second language.

The nursery employs 15 full time members of staff. All staff hold appropriate early years qualifications. The setting receives support from the Early Years Development and Child Care Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a very good understanding of healthy practices through topics and activities, for example, healthy eating. They wash their hands independently after messy play, after using the toilet and before all meals and snacks. Through discussion and by helping to wipe the tables prior to being used, children begin to understand the need to practice good routines of personal hygiene.

Children enjoy exercise and develop a positive approach to this through regular opportunities for outdoor physical play. Children test and develop physical skills and control of movement through their access to a suitable range of experiences and activities. Staff have good knowledge of child development, to enable all children to be eager to try out new skills and seek support when needed. For example, children enjoy balancing and manoeuvring bicycles, scooters and hoops outside. Children develop a good awareness of available space. They move around confidently, with control and in a variety of ways, including running, jumping and hopping. Children also competently use a good range of small equipment, which includes scissors, glue spreaders and utensils.

Children are able to access water, fresh fruit and other healthy options throughout the day. The provision offers an open café system for older children and younger children are offered the same choice at a specific time during the day. Main meals are varied and nutritious, they comply with children's individual dietary requirements. Sleeping and feeding routines for younger children are monitored and recorded appropriately and discussed with parents. All children are given bags to put their own bedding in, this is cleaned regularly, therefore preventing cross infection.

Staff have a good awareness of the 'Birth to three matters' framework, and have attended training. Their knowledge and understanding in this area is evident through the care of children in this age range. For example, babies' food is prepared according to their needs, some is pureed. All children, regardless of their age, are given the same healthy foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, very well-maintained environment which is effectively organised to enable them to move around freely and safely. They access available resources independently from clearly marked boxes at their height, and all toys and equipment are maintained in very good condition. Toys and equipment are checked daily for cleanliness and safety.

Children benefit from a good range of safety measures in most areas. The main door has a buzzer entry system, there is an intercom system linking all rooms and fire extinguishers are in place. Risk assessments are carried out and recorded. However, some areas need to be risk assessed daily to ensure a safer environment for children. Fire drills are practised and recorded, each room has a evacuation plan displayed and the older children are fully aware of the need for these. Children develop a good awareness of safety through practising emergency evacuations regularly and discussing the reasons for these with staff. They have a sound understanding about safety in the setting, which is developed through good staff explanations.

Children are well-protected by staff who have good knowledge and understanding of child protection. This is maintained and updated through intense training, both in-house and external. The nursery has in-depth written policies and procedures, which staff read and are fully aware of the steps to take if they have any concerns. This promotes the importance of children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under three-years-old and developing their programme of activities. All staff have attended the 'Birth to three matters' framework training. This is evident in the planning for the younger children and the enjoyable activities provided. The younger children are developing a good sense of self and belonging. Staff in the pre-school have a sound understanding of the Foundation Stage curriculum to provide the children with good learning opportunities.

Staff provide continuity of care for the children under three-years-old, which ensures their routines and needs are well met. Very good relationships are established that enhance children's independence and promote their development of well-being appropriately. Children continually talk to staff, they are very sociable to both adults and other children.

Younger children are given extensive opportunities through play to develop in all areas of learning. For example, children independently choose to play with water, sand, construction and role play. Children of this age are given regular opportunities to access the outdoor activities and to play with a good variety of toys. For example, bicycles, scooters, sit in cars, chalking and balls. This ensures children develop in all of the areas of learning in connection with 'Birth to three matters' planning.

Nursery Education

The quality of the teaching and learning is good. The children are keen to learn and participate in the good range of activities offered, which are well-organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together, follow routines safely, and accept responsibility for their actions. The children have good levels of concentration and imagination, they offer and extend their own ideas through their play. For example, children who were making pizzas for tea knew they came from Italy. Other children made Italian flags to coincide with the pizzas and the children and staff talked about Italy. This ensures that the children develop their knowledge and understanding of the wider world. There are displays of the children's work which shows a variety of resources used, such as collage and letters.

Children communicate well, both with each other and staff, who encourage the children to share their experiences in what they know and to encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children are very well behaved, they share and take turns and they play harmoniously and build good friendships. The children independently select and carry out activities and are cooperative at tidy up time. They form good relationships with adults and peers and show care and concern for others. For example, when playing outside, children shared the toys and took turns when playing 'what's the time Mr Wolf?'

Children have good opportunities to recognise letters in their names. There are good opportunities for children to practise their writing skills. For example, children write their names on paintings and also in the role corner. Children are developing their confidence and use of numbers and counting to five and beyond in their daily activities. For example, children count who is present from the registration board when setting the table for dinner. They are also learning to calculate through the singing time. They are developing and enhancing their mathematical and fine motor skills by the use of good and varied equipment. For example scissors, weighing scales, ruler, calculator, computer and rolling pins.

Children have very good opportunities to explore and investigate their surroundings in the nursery. For example, making pizzas, watching butterflies develop from chrysalises, growing their own vegetables, celebrating festivals and through planned focus topics. Physical skills are developed throughout the day. Children are confident in their use of small equipment, such as bicycles, scooters, scissors and glue spreaders. A good range of creative experiences and resources assist the children to make sense of the world around them.

Children have daily opportunities for outdoor activities and accessing some toys and equipment. For example, bicycles, hoola hoops, scooters and some balancing activities. However, there are limited opportunities for children to access larger equipment in order to extend their physical development. The children also have the opportunity to do music and movement in planned activities.

Assessment of the children's learning and progress is managed by the child's key worker. The level of challenges provided for children are good and they show enthusiasm and interest. These activities enable children to make good progress. Evaluation of activities and ongoing plans show new challenges. The planning shows most stages of development. However, it does not show where the children's next step is and where more support is required.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and each child's needs are well met. Children develop a positive attitude to others and foster a good understanding of the wider world and the local community. For example, children celebrate festivals, try cultural foods and have access to a good range of resources and activities which show positive images of culture, ethnicity, gender and disability.

The provision offers excellent support for children with learning difficulties and disabilities. This is maintained through staff accessing training in this area, working closely with parents and other agencies. Staff ensure that all children are included in the activities within and outside of the provision. This is achieved through very good equipment suitable for all children's needs and abilities.

Children behave very well, they are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They learn to understand right and wrong through the consistent use of boundaries, which are age-appropriate and include explanation and distraction. The staff are good role models and through this the children are aware of how to behave and be kind to other people.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats, information sheets and detailed notice boards

in every room and also at the main entrance. Detailed information and meetings on the Foundation Stage curriculum and the 'Birth to three matters' framework is available for parents and this helps them to be involved in children's learning. This ensures that the parents are kept well informed of children's needs. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The environment is well-organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them support and encouragement and ratios are met. This helps children to feel secure and confident. Children are kept safe and healthy as staff attend and update training regularly, including first aid, 'Birth to three matters' framework, Foundation Stage and child protection. Children are cared for through effective implementation of the in depth policies and the maintaining of most documentation. Attendance of staff and children are kept, however, these are not always completed daily.

The leadership and management of the nursery education are good. Staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop. There are regular evaluations of staff performance and also appraisals are used to monitor staff development. Assessment records are updated by key workers, who monitor children's achievements and development. These records are detailed and clearly show most areas of learning for each child. Parents are encouraged to read and add to individual assessment records.

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 provision was asked to improve on the following. To develop opportunities for babies to enjoy the exploration of natural materials such as treasure baskets. Babies now have a selection of treasure baskets which include coloured bottles of water, different textures of material and more. This develops babies exploration of natural materials.

To ensure all children have free access to fresh drinking water including meal times. Children in all rooms have free access to water throughout the day. The rooms caring for children older have a water dispenser with their own cups and children are seen to access these. The younger children are given drinks throughout the session. This develops the children's independence and promotes a healthy lifestyle.

To ensure positive images are displayed which include disability. Throughout the nursery there are lots of posters displayed of children from different cultures, backgrounds and with disabilities. This ensures children are made aware of positive images in all areas including disabilities.

To ensure that the set snack time for older children does not interrupt children's play. The older children now have an open café system which enables them to access drinks and fresh fruit throughout the day.

To extend self selection opportunities for older children to develop their own ideas and enjoy sustained periods of play. Children are given free choice throughout the day and are given chances to develop their own ideas through good role play opportunities.

To extend the written medication procedure to include when the last dose was given. All medication procedures are completed thoroughly including parents written permission, when the last dosage was administered and whom by. This ensures children are cared for in a safe and healthy environment.

The provision was asked at the last education inspection to improve in the following areas. To organise the setting to increase opportunities for older children to become more self sufficient and able to develop their own ideas. Children are now encouraged to have free play throughout the day, they also help set the tables for lunch time and can access drinks and snacks throughout the day independently and with confidence. This ensures that children are self sufficient and helps them to develop their own ideas. To develop the assessment system so that the next step in children's learning is clearly identified using this knowledge to inform plans and evaluating activities for effectiveness. The provision now evaluate the activities that the children have done for effectiveness and these are written into the children's profiles.

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):

- ensure risk assessments are carried out daily
- ensure all registers are completed daily.

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 opportunities for children to access larger play equipment

- develop profiles to show children's next step.

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