



Greetland Private Day Nursery

Inspection report for early years provision

Unique Reference Number	303738
Inspection date	11 July 2005
Inspector	Frances Turner
Setting Address	The Old School, Green Lane, Greetland, Halifax, West Yorkshire, HX4 8DB
Telephone number	01422 370888
E-mail	enquiries@greetlandpdn.free-online.co.uk
Registered person	Greetland Private Day 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?

Greetland Private Day Nursery has been registered since 1999. The setting is operated by a partnership that forms the organisation. The setting is open Monday to Friday 07.30 to 18.00, year round. It is situated in a converted primary school in the centre of Greetland village, near Halifax.

Children are accommodated within two buildings on the premises. Babies and children over 1 year, including the out of school scheme, are cared for in the

converted primary school. Babies under 1 year are cared for in a separate baby unit. Children are grouped according to age in playrooms upon different floors in the buildings. Each age group of children have access to an outdoor play area. The setting has additional staff, kitchen, office and meeting areas.

The setting is registered to provide care for 90 children and serves families from the local and surrounding communities. There are currently 153 children attending on both a part and full time basis. Of these, 26 children receive nursery education funding. There are 23 staff members who work directly with the children of whom 12 staff hold appropriate Early Years qualifications. Staff are supported by two part time lunch assistants and kitchen staff.

The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy because staff have a clear understanding of and implement good health and hygiene practices. They are cared for in a clean and well-maintained environment where staff training, including basic food hygiene and paediatric first aid, helps to ensure their health. Children's individual health needs such as medication, comforters, allergies and home routines are very effectively met in practice. Staff quickly understand and respond to babies' non-verbal communications, they are highly skilled in developing babies' emotional well-being and encouraging healthy choices. For example, a baby pulls on his cool bag brought from home, a member of staff gives the bag to the baby who takes out his milk bottle and then enjoys a cuddle and feed with the staff member.

Children receive a nourishing varied diet that meets all dietary requirements and is vital for growth and development. Foods provided for children are freshly prepared in keeping with appropriate nutritional guidelines ensuring good amounts of vegetables, fruits, milk and liquid refreshments. Most children enjoy the social atmosphere during mealtimes, they are encouraged to be independent as babies use finger foods or help to feed themselves, older children help to set the table and are able to request extra portions. As children in the 1 to 5 age group do not always rest according to their own needs, some are too tired and restless to enjoy their meals.

Babies and children of all ages receive very good opportunities to be physically active outdoors in all weathers. Babies under 1 year are freely able to crawl between the soft padded outdoor environment and indoors. Toddlers, pre-school and school aged children practise climbing, balancing, running and throwing within their own designated play areas.

Children in the 3 to 5 age group learn and understand about healthy practices including hand washing to prevent the spread of germs and wearing sun hats to protect them in hot weather. They are developing health and body awareness such as when they recognise they are hot after playing outside. Children move

competently throughout the premises around obstacles, stopping and starting. They respect each other's personal space when carrying out tabletop activities. Effective planning and provision ensures children use a good range of equipment. They construct using large blocks, throw balls and disks, use scissors, paintbrushes, pens and pencils to promote hand-eye coordination effectively. Children show a good understanding of safe use as they carefully carry water jugs to fill the water tray.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment both indoors and outside. Staff interpret health and safety policies and procedures very well carrying out clear risk assessments, fire practices and maintaining all required records. They carefully select toys and resources to suit children's ages and abilities and provide an environment where children access all play provision safely.

Children actively learn and contribute to their own safety as they tidy up activities, find out about people who help us such as fire fighters and practise road safety. Good partnerships with the local authority helps to ensure children walking to and from school on a daily basis fully understand responsible behaviour.

Children are well protected from possible abuse or neglect. Staff have attended training and hold a good understanding of the procedure to follow with any concerns. They are fully aware of the types of abuse and signs to look for.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies enjoy a wide variety of experiences through the well-equipped and organised environment. Activity plans promote learning and development and include experiences both indoors and outside. All ages of children independently select from a vast range of resources including many natural objects to promote sensory learning very well. Staff caring for babies and young children have very effectively implemented the Birth to three matters framework to provide a truly enriching experience for those attending. Staff are alert to both verbal and non verbal communications, clearly recognising babies' needs for stimulation and play. Babies are able to choose toys from shelves, open baskets and explore contents, play in sand pits running sand through their fingers or simply enjoy the attention of an adult.

Children receive good support and encouragement from adults and in result have high self-esteem and confidence. They are happy and settle quickly within the nursery and out of school environment. All children actively contribute to the setting as they draw and paint pictures to display, choose activities, and select which songs to sing and what to have for tea. Babies in the 1 to 2 age group are learning to contribute as they choose items from a box, which represent the nursery rhyme they want to sing. School aged children contribute to activity planning, resources and the forming of simple policies such as expected behaviour and inclusion. This helps them

to belong.

Children develop positive relationships with each other and adults. Babies spend frequent times with consistent adults to help them feel safe and secure. Older children, with the help of adults, learn to take part in activities, share and to build friendships. For example, children aged 2 years take turns to buy and pay when playing with a cash register.

Nursery Education

The quality of teaching and learning is good. Most staff have attended Foundation Stage training. They use this knowledge to form and implement a play-based curriculum to encourage all areas of learning. Children benefit from the well-planned inclusive learning environment, clearly linked to interesting topics, which encourages them to become independent and make choices. Activity plans are flexible, clear and cover all areas of the Foundation Stage.

Children enjoy finding out about the world around them. They explore seasons including playing outside in the snow and melting ice in the water tray. Festivals such as Chinese New Year including making a dragon out of large boxes, and people who help us including learning about sign language. They freely select from a vast range of resources stored at child height.

Children are motivated and eager to learn. They are keen to communicate with each other and do so as soon as they confidently enter the nursery. All enthusiastically take part in activities such as, operating the computer independently, digging shells out of the sand with their hands, asking adults to read stories from books and persevering at jigsaws and puzzles. They show an understanding of responsible behaviour as they identify kind and unkind actions, how many children can play in the water tray and tidy their activities away after use.

Children show developing skills with numbers as many recognise numerals up to 5, count above 10 and correctly match the number of knives and forks to children attending at mealtimes. Older and more able children are beginning to recognise letters linked to their names, write with intended purpose such as a letter and form some recognisable letters as they write. All explore their creativity well as they paint, mix colours, use tools to create with dough, dress up and imagine during play. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. There are effective arrangements in place to care for children with special educational needs and all children's individual needs are well met. Clear effective transition procedures enable children to have gentle introductions to their next carers as they move between rooms. Key persons know, understand and pass on important information to both parents and staff to help children settle.

Children throughout the setting learn about diversity and freely access all appropriate activities. They explore festivals and culture through creative play, books, music and food. Through gentle adult guidance, such as using simple table manners, discussing the effects of negative behaviour and sharing toys and books brought from home, children learn to respect others. Staff plans for visitors to the nursery and outings help children to learn about people and places in their community.

The partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily discussions, parents' evenings and detailed notice boards. Extensive information on the foundation stage curriculum is available for parents and this helps them to be involved in children's learning. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is good.

The setting implements robust recruitment and vetting procedures and in addition clear staff training opportunities. This ensures children are protected and cared for by adults who hold good up to date knowledge and understanding of child development. Staff successfully interpret the needs of all children encouraging them to develop as individuals. The clear daily organisation of staff rotas and the grouping of children positively support children's care, learning and play.

The required policies and procedures forming the operational plan work very well in practice. All staff are fully aware of their responsibilities. Key staff members significantly contribute and share in the good overall organisation of the setting. Staff are not provided with specific times to plan children's activities, therefore, not all staff contribute, share and learn effectively from the planning procedures. Time to review and evaluate activity planning is also limited. As a result, staff do not record sufficient information to help to inform plans for children's learning.

The leadership and management of the setting is good. The management and staff structure is clear and open to all. Good plans for the future include staff development and maintaining relationships with the local authority and other agencies to provide support networks. The setting monitors all policies and practice, demonstrating a good commitment of the care and education for all children. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the provider has improved the storage of children's medication to increase health and safety. Staff are now fully aware of and implement the procedures in place to ensure safe storage including clear labelling and administration details. Staff have also improved children's independence at mealtimes throughout the setting. Babies are encouraged from a young age to use finger foods and appropriate utensils. Young children take part in setting the table prior to meals and older children attending before and after school contribute in part

to planning and preparing for mealtimes.

Activity plans for children in the 3 to 5 age range have improved to ensure afternoon sessions differ to mornings. Children choose from a wider variety of activities that they revisit regularly to build upon their knowledge and learning. The planned outdoor play area enables children to develop skills and confidence in large muscle control such as climbing, catching, kicking balls and balancing. Staff include daily physical opportunities within activity plans, however, do not always sufficiently evaluate to demonstrate where aims are met.

Procedures for children attending with Special Educational Needs have been significantly revised alongside a wealth of training undertaken by the Special Educational Needs Co-ordinator. All documentation in place is robust and effectively implemented to provide children, parents and staff with very good support for development.

Complaints since the last inspection

There are no complaints to report.

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):

- provide opportunities for children aged one to five years to rest and sleep according to their own needs
- review and improve activity planning to enable staff specific times to plan for children's learning, include differentiation for more able children, detail the grouping of children and include a full evaluation of the aims of activities (also applies to nursery education)

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):

- make improvements as indicated in the care section above

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk