



## Green Gables Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	400069
<b>Inspection date</b>	07 July 2005
<b>Inspector</b>	Cynthia Walker
<b>Setting Address</b>	Hookstone Oval, Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE
<b>Telephone number</b>	01423 567087 or 01423 5222000
<b>E-mail</b>	
<b>Registered person</b>	Rachel Clare Wilkinson
<b>Type of inspection</b>	Integrated
<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 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?

Green Gables Nursery was registered at their current site in December 2003. It is a privately owned nursery with the owner manager working on site. The nursery operates from within a purpose built unit situated on the Harrogate showground. The nursery has two playrooms. The first is for children under two years and the second is divided into two areas for children aged under three and those from three to four years. These are supported by an office, kitchen, toilet facilities, staff room, and

laundry. There is an enclosed area for outdoor play. The nursery serves the local and wider community.

The nursery is open; Monday to Friday 08.00 to 18.00. They open all year round with the exception of; Bank Holidays, one week over Christmas and the week of the Yorkshire Show. Children attend for full and sessional care. The nursery is presently caring for sixty eight children. and twenty three children receive funding for nursery education. The group supports children with special needs.

There are eleven full-time staff and two part-time staff who work with the children. Over half the staff have a recognised early years qualification. The nursery is a member of the Harrogate and District Nursery Liaison Group and receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are mainly well nourished. They enjoy a variety of good nutritious meals which include fruit and vegetables. However the range of snacks is limited, and children are not able to access drinks independently in all areas of the nursery at all times. Children's dietary needs are discussed with the parents and efficiently recorded.

Children are developing an understanding of personal hygiene, and are becoming increasingly independent around their personal care. Detailed information from parents on their children's daily routines is used to ensure they receive appropriate rest or sleep. Staff respond well to children who are ill by efficiently implementing the nursery's sickness procedures, for example, chicken pox. Younger children are developing their emotional well being through stable and effective relationships within the nursery.

Good use of the outdoor area is actively developing children's physical skills. Children are able to move with control and co-ordination. They skilfully balance on a large tyre and are enthusiastic in their involvement of the game of 'Mr Wolf'. Younger children are acquiring physical skills as they confidently climb a small slide and control a scooter.

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

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. The nursery is welcoming to children with attractive displays in all areas. Clear explanations on the use of the outdoor equipment enables children to develop an understanding of how to keep themselves safe.

The play areas are creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Staff are ensuring the safety of the younger children whilst not inhibiting their risk taking. Children are accessing a wide range of resources which are appropriate to their age and stage of development. Resources are well arranged to allow children to make individual decisions about toys they are going to play with.

Children's welfare is well promoted by the staff's secure understanding of child protection procedures which are in line with the local Area Child Protection Committee guidance.

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

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making good progress because the nursery has developed a very good understanding of the needs of children under three. Detailed observations of children's individual needs are used to extend their learning. Children acquire new knowledge and skills as they join in a wide range of stimulating and appropriate planned activities. For example, showing delight in sensory experiences as they explore an extensive range of interesting textured materials and flour. Children's early communication skills are extremely well supported by staff responding and repeating simple words. They are developing good social skills through close and caring relationships. Children's confidence is effectively promoted with active participation in an enthusiastic singing session.

Nursery Education.

Children make good progress because staff have a secure understanding of the early learning goals. They plan a good range of interesting activities which supports most areas of learning and include adaptations for different levels of ability. However, planning is not fully evaluated to ensure that all the stepping stones have been identified. Although a new assessment programme is still being introduced, staff have a clear understanding of individual children's achievements, and use their next steps for learning to effectively guide future planning. Children's learning is stimulated by the staff's skilful use of questioning and sensitive support.

All children are motivated to learn and are interested in the broad range of activities provided. Children have very good communication skills and confidently use language to negotiate play in the outdoor area and to give clear explanations to others on how to participate in activities. Children persist at their play for long periods of time and concentrate intently as they participate in board games.

Children's ability to recognise words and letters is developed by the good use of name cards linked effectively by staff to simple phonics at circle time, although, this is not extended within the daily routines. All children use marks to represent their ideas, with older children able to form recognisable letters. Children reinforce their counting skills within the daily routines as they count how many children are present at circle or lining up to go outside. Their calculation skills are developed as they decide how

many children there are as extra children join the line. Children demonstrate good physical skills as they move confidently around the outdoor area and skilfully use scissors to cut out their good individual drawings. They are imaginative and for example, create a varied selection of aeroplanes from construction and producing interesting 'fire engines' from junk. Although a computer is available, children do not always develop skills in using this as part of the daily routine.

Children have established positive relationships and work well together, sharing resources and taking turns at activities such as, 'Ludo'. They demonstrate sensitivity and consideration for younger children as they participate in an enthusiastic session of 'Mr Wolf'. Children have access to a good range of well chosen resources and staff make efficient use of their time to support learning

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

The provision is good.

Children are well cared for by staff who actively work with parents to meet individual children's needs. There are effective systems in place to support children with special needs. Skilful use of signing enables a younger child to communicate effectively as they participate in activities.

The behaviour is good. Children respond to the clear and sensitive explanations from staff and have a good understanding of the behaviour codes of the group, particularly at circle time. Staff have realistic expectations of younger children which is helping them to understand the boundaries of behaviour within the setting. Children play harmoniously together and are encouraged to take turns and share resources, particularly in the outdoor area. Younger children are developing self assurance from close and effective relationships with staff.

Children are developing a positive attitude to others through the provision of a good range of resources and activities. They have opportunity to learn about their own community through planned visits and outings. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents is good. Parents are actively welcomed into the nursery and receive effective information through a detailed prospectus and regular newsletters. Staff have established both formal and informal processes to share information with parents about their child's learning. The parent's focus group gives parents the opportunity to attend a termly open forum and the key workers discuss children's assessments regularly with parents.

### **Organisation**

The organisation is good.

All legally required documentation which contributes to children's health, safety and well being is in place and is regularly reviewed. This is supported by a detailed operational plan which includes clear policies and procedures which are reflected in

daily practice. Space within most areas of the nursery is well organised. Both the indoor and outdoor areas are creatively set out to enhance play opportunities for children.

Leadership and management is good. Good staffing procedures ensure staff have a clear understanding of their roles. Staff meetings are held monthly and these are used effectively to maintain constancy in improving outcomes for children. An annual appraisal system is linked to future training needs and staff are allotted a designated number of days to attend training annually. The nursery liaise closely with advisors from the local authority to improve the quality of education for children they are providing. The provider regularly seeks the opinions of parents through questionnaires, however, as highlighted in enjoying and achieving, overall planning is not evaluated. The nursery have a very positive attitude to working with children with special needs.

Overall the provision meets the needs of the children who attend.

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

At last inspection there were two recommendations relating to displays promoting special needs and clarity of medication records. There are posters now displayed within the nursery which reflect positive images of children with special needs and supports children's understanding of equality of opportunity. Children's medication records are confidential to the individual child and include the parent's signature actively promoting the health of children.

The nursery were also asked to review planning to provide additional supports and challenges for children and to consider ways to enable parents to contribute to their children's learning.

The key workers have improved awareness of individual children's needs and developed focussed activities adapted for different ages, and which ensure all children's learning needs are met . Parents have greater opportunities both formally and informally to contribute to their children's assessment records which actively supports their children's progress.

### **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):

- ensure snacks are nutritious and fresh drinking water is available to children at all times.

### **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 evaluation of the overall planned programme for education to ensure all areas of learning are included and increase the flexibility of the staff team to support children's learning.

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](http://www.ofsted.gov.uk)