

# The Green Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY265436
<b>Inspection date</b>	02 November 2007
<b>Inspector</b>	Adelaide Griffith
<b>Setting Address</b>	286 Pershore Road South, Kings Norton, Birmingham, West Midlands, B30 3EU
<b>Telephone number</b>	0121 459 9988
<b>E-mail</b>	
<b>Registered person</b>	The Green Day Nursery (Kings Norton) Ltd.
<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?

The Green Day Nursery opened in 1988 and was registered under a new owner in 2003. It operates from five rooms in two buildings. The nursery is situated in Kings Norton in Birmingham. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07:15 to 18:30 for 51 weeks of the year. All children share access to a fully enclosed outdoor play area.

There are currently 89 children aged from six months to under eight years on roll. Of these, 16 children receive funding for early education. Children come mainly from the local community and they attend for a variety of sessions. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 16 members of staff. Of these, 10 hold appropriate early qualifications and two are working towards a qualification. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are clearly learning about healthy lifestyles. For example, the physical development of babies and toddlers is imaginatively promoted due to the provision of soft play blocks and dancing activities. Young children have opportunities to play on climbing frames. Children receiving early education are developing balancing skills by stepping on to low beams from which they jump off confidently and they hop from one hoop to the other with precision. Children in the out of school club participate in team games such as football and cricket. All children experience quiet activities during story time or as they wish. Young children sleep according to an individual pattern.

Children are appropriately gaining an understanding of personal hygiene as part of the daily routine. However, all children do not wash hands routinely before snacks. Furthermore, in the toilet for younger children steps are not consistently provided to ensure they access the wash basin independently. Consequently, children's ability to wash hands effectively and to achieve independence is not sufficiently promoted.

Detailed policies are in place for sickness and parental permission is obtained for procedures including the administration of medication and for seeking emergency medical treatment. Staff hold current first aid qualifications and two first aid boxes are accessible. Consequently, children's good health is effectively promoted.

Children are gaining an accurate understanding of healthy eating through the provision of fresh fruits for snacks and their specific dietary requirements are met. Children's understanding of healthy eating is extended through discussions, for example, most children talk about their favourites vegetables. Water is available throughout the day.

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

The provision is good.

Children are cared for in a welcoming environment which is cheerful due to colourful posters and displays of their work. Rooms benefit from lots of light and there is ample space for children to move around freely. Children access toilets that are safe from hazards and they play with suitable toys that are age-appropriate and checked frequently. Children's safety is protected due to the use of equipment such as high chairs with harnesses and several measures are in place, for instance, shatterproof mirrors are provided and trailing leads are out of reach.

All fire precautions are taken and fire drills are carried out frequently. Consequently, children are gaining a clear understanding of procedures for leaving the building in the event of an emergency. Children's security is competently maintained due to controlled access to the premises. Their sense of safety is effectively promoted as they are aware of areas beyond which they are not allowed to go when playing outside.

Children's welfare is competently safeguarded due to staff's knowledge and understanding of child protection issues. They are clearly informed about reporting and recording concerns. Likewise, they are knowledgeable about procedures regarding allegations.

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

The provision is good.

Staff have a firm knowledge of the 'Birth to three matters' framework and use this to plan a range of activities. Observations are carried out regularly to note children's developmental stage and information about children's progress is shared with parents.

Babies experience a broad range of play opportunities due to the provision of stimulating toys. Their confidence is competently promoted as they move towards the resources of choice. Children's sensory skills are developing through sand play, finger and foot painting. Younger children are learning to play in small groups as they participate in assembling jigsaw puzzles. They are learning to take turns and their language skills are effectively promoted through interaction with staff. They independently choose books from the selection on offer. Children in the out of school club enjoy the sessions due to the interesting range of resources that are available and they are forming friendships. They are clearly learning self-discipline due to the allotted time on play stations and they readily move away for others to gain access. The stimulating atmosphere ensures that all children are at ease in the setting and they benefit from a wide range of play experiences.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and this is reflected in the planning of monthly themes which are linked to areas of learning. All activities are evaluated to note the effectiveness of children's learning in groups. Assessments indicate children's progress and for all children individually the stepping stones are used to identify the next stage in their learning. Children with learning difficulties and/or disabilities are appropriately supported in developing their learning as staff work with external agencies for this purpose.

Staff use a variety of teaching methods which help all children to learn. They talk and listen to children, for example, following an activity staff recap with children what they have just achieved. Staff demonstrate how to step on and off beams. Children's learning is generally extended, for example, on finding a ladybird outside children paint their interpretation of this on return indoors. Staff use prompts primarily to support children's recall of ingredients used to make gingerbread men by linking questions to everyday situations. However, children are not provided with sufficient challenge and they are not always encouraged to choose spontaneously where they play. For example, they are reminded not to access the role play area during structured activities.

Children listen to stories and are developing the concept that words carry meaning and they are actively involved in the story as they join in at intervals to recite the rhyme. Some children are beginning to form recognisable letters as they paint their names. They have access to a varied range of programmable resources including a till. Children are learning about consistency through cooking activities when they mix dough and weigh ingredients. They explore and are beginning to describe the textures of items, for example, the softness of feathers.

Children are generally well behaved due to supportive strategies such as praise. Staff are positive role models for children as they talk to the children and others politely. When disputes arise staff intervene appropriately to explain the importance of sharing and children are encouraged to apologise to others. They are learning right from wrong and make amends for their actions as staff explain reasons why certain types of behaviour are not acceptable.

Staff work directly with the children most of the time, for example they join in with activities. However, most activities are adult-led and children are not given sufficient scope to develop their play and related learning. For example, staff consistently give direction and do not always wait to see how children may solve a problem. Staff make fair use of the accommodation. Indoors children's recognition skills are imaginatively promoted through murals. Outside the garden is used for exploring in order to support children's learning. Generally, children are making progress towards the early learning goals.

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

The provision is good.

Children's sense of belonging is significantly promoted and they are comfortable in the setting. For example, young children sit on the mat for registration and respond smilingly when their names are called. They are gaining a positive understanding of other cultures through the celebration of festivals and the provision of an interesting range of resources. Children are also consistently involved in community events such as contributions to charities.

Staff have current experience of working with children with learning difficulties and/or disabilities. They work with parents to implement care needs and seek guidance when required in order to address all requirements. This means that all children's additional needs are met.

Children are well behaved due to staff's calm approach. Children's self-esteem is consistently raised through praise and staff promote good behaviour by talking to children about what is acceptable. Children are effectively learning to take responsibility for the environment by participating in tidying away and at times they work together to complete a task. They are encouraged to develop caring attitudes through sharing. Consequently, children are learning the boundaries of behaviour. Children's spiritual, moral, social and cultural development is fostered.

There is a good relationship with parents due to the established communication system and the helpful attitude of staff. All children are allowed a settling-in period and care routines are agreed for implementation. Information about children's care is shared daily in verbal and written form. A parents' board with information about forthcoming events and copies of policies are accessible. Children benefit from the partnership with parents.

The partnership with parents and carers of funded children is good. Parents are provided with written information about the curriculum. They are asked to make a contribution to their child's learning, for instance, by supplying resources. They receive progress reports and feedback is obtained accordingly. Children's learning benefits from the partnership with parents and carers.

### **Organisation**

The organisation is good.

Children are substantially protected due to suitability procedures which ensure that all staff are vetted and students work under supervision at all times. There is good organisation for the care of children. For example, all newly appointed staff undergo an induction and a record is maintained to ensure that all staff receive updated training. This means that children's care is enhanced through current knowledge. The effective contingency arrangements for emergency cover indicate that children's welfare is competently ensured.

All required documentation is available. Children's records are stored securely and updated frequently. There is clear awareness of procedures regarding the retention of records and of notifying Ofsted about significant changes or events. Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are maintained.

The leadership and management of funded children is good. All parents are provided with a prospectus and a newsletter is produced. The registered person is often on the premises to offer support to staff. The strengths of the nursery include the flexible attitude to meet the needs of children and their parents. Furthermore, the outside play area is imaginatively developed into an exploring garden with willow tunnels and a sensory aspect. Consequently, children's learning is strongly promoted through these initiatives. There is a close link with adjacent schools and a system is in place for transition into the reception class.

The registered person and senior staff complete a self-evaluation form annually and areas for improvements are identified. Action plans from the local authority are addressed, for instance, the sensory room is evolving according to discussions. Owing to experienced leadership and management children are making developmentally appropriate progress towards the early learning goals. Overall children's needs are met.

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

At the last inspection the provider was asked to develop staff's knowledge and understanding of child protection issues. This has been addressed and children's welfare is competently promoted. Improvements were also requested to ensure children are occupied and stimulated appropriately during large group sessions. Children are involved in group sessions and all participate. Improvements in the maintenance of toys and equipment are met through checks and washing to ensure that they are in a good state for children's use. As suggested the out of school service is organised effectively and children enjoy sessions due to the availability of a broad range of resources and activities.

At the last inspection the provider was asked to improve the methods of assessment and planning to ensure that children are challenged appropriately. The planning includes activities to promote learning based on observations and the next stage in learning is included. Improvements were also requested to provide increased opportunities for children to learn about calculations. Children are now learning problem solving with mathematical concepts.

### **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 AND NURSERY EDUCATION

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### 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 good health of children by taking steps to ensure that all children are supported in implementing rigorous hygiene procedures.

#### **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):

- provide support for children to learn more effectively through widespread challenges and provide opportunities to promote their independence consistently
- extend the variety of teaching methods to support more child-led activities.

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