

Greenbank Daycare Nursery

Inspection report for early years provision

Unique Reference Number	EY287053
Inspection date	27 September 2007
Inspector	Teresa Ann Clark
Setting Address	Greenbank School, Heathbank Road, Cheadle Hulme, Cheadle, Cheshire, SK8 6HU
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Registered person	Greenbank School Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Greenbank Daycare Nursery was re-registered in 2004. It is situated in the grounds of Greenbank School in the Cheadle Hulme area of Stockport, Cheshire. The nursery provision is based in a converted house and is managed by the school board of trustees. Children are based in play rooms according to their age. Play rooms are on the ground floor and first floor of the building. There is a fully enclosed outdoor area for children to play. The setting is registered to provide full day care and out of school provision. The out of school provision operates from the school nursery, hall, library and music area.

The nursery may care for a maximum of 64 children at any one time. There are 57 children on roll. Of these, 11 children are in receipt of nursery education funding. The nursery opens from 08.00 until 18.00 Monday to Friday all year round, except for two weeks at Christmas and bank holidays. The out of school may care for a maximum of 24 children. The numbers on roll vary according to the needs of the parents, who are able to book places as and when required. The hours of opening are from 07.30 until 08.30 and from 15.30 until 18.00 during term times. The holiday club operates during some school holidays and is open from 08.00 until 18.00.

There are 16 staff who work with the children. Of these, 12 hold suitable childcare qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean, well maintained environment. They stay healthy because staff follow good hygiene practices in line with the setting's policies and procedures to minimise the risk of cross infection. For example, staff follow good standards of hygiene when changing nappies, helping to protect very young children and the children have individual beds and linen which is laundered daily. Staff also wear gloves when handling food. Children learn about personal care routines as they wash their hands at appropriate times of the day. However, pushchairs which are brought into the baby room after being outdoors pose a risk to children's health. Children are well taken of if they are ill as staff follow the appropriate sick child and medication policy.

Children's dietary needs are successfully met as staff gather information from parents about their children and take this information into account when planning the menu. Meals are freshly cooked each day and the menu is well balanced and nutritious to promote children's growth and development. Meal times are relaxed social occasions where children are able to take their time. Very young children's independence skills are fostered, for example, babies make good attempts at feeding themselves. Children have their appetites satisfied because they know they can ask for more. At tea time when children ask for more soup, staff respond by heating some more. Ready access to drinking water at all times throughout the day keeps children refreshed and hydrated.

Very young children feel secure as staff ensure that feeding and nappy changing routines are happy pleasurable experiences. Young children have their clothes changed when they become soiled or wet during meal times and messy activities. This ensures children are comfortable at all times. Children have lots of opportunities to enjoy and develop their physical skills in the safe outdoor area. The children enjoy using the slide and climbing apparatus, kicking balls and using wheeled toys. Babies are taken out daily for fresh air which promotes their well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming, child centred environment. There is sufficient space for children to move around and play safely. The attractive displays of children's work and their photographs around the nursery help to give children a sense of belonging. The furniture and equipment is of good quality and allows the children to play, rest and eat in comfort. The nursery provides a generally good range of resources to help children progress in all areas of their development. In the younger children's rooms children make some choices, but these are mainly from activities which are set out by staff. Most resources are stored in cupboards which are not easily accessible to children. As result, children's independence skills are not fully promoted.

Staff have a good awareness of safety. They conduct risk assessments of internal and external areas, record their findings and report any issues that may pose a risk. All reasonable steps are taken to ensure the environment is safe and secure for children. Emergency evacuation

procedures are practised with the children on a regular basis, helping them to develop an awareness of what to do in the event of an emergency such as a fire. Sleeping children are kept safe as there is a member of staff with them at all times and they are frequently checked. Children are learning to keep themselves safe as they sweep up spilt sand to prevent accidents. They manage the stairs very well and know to hold on to the rails and walk carefully. Children take turns to hold open the door for each other when they move from room to room.

Children's welfare is safeguarded because staff understand their role in child protection and are able to put the nursery policy into practice. For example, there are clear accident, incident and existing injuries records. The basic policy contains all the required details and staff know where to refer concerns, therefore they can act in the best interests of the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

A happy and relaxed atmosphere ensures children have positive experiences and enjoy their time at the nursery. Staff use their good awareness of the 'Birth to three matters' framework to plan interesting activities for children under three years of age. Each child has a development file, which includes regular observations of children's development and progress. Staff use their observations to plan activities which build on children's interests and to help move them on to their next stage of development.

Children are actively engaged and occupied in a wide range of activities. Staff deploy themselves well to offer good care and support to the children. They share warm, close relationships with the children, who are happy and secure in their care. The children enjoy being together with their key worker and other children. Staff offer lots of positive physical contact by means of hugs and cuddles. Children are confident to openly seek reassurance from staff if they need to, for example, they hold out their arms when they want to be picked up.

Young babies enjoy exploring their environment. A child hides behind the curtain and when staff show excitement and respond to her, she claps her hands with delight and bounces on her bottom. They enjoy stacking plastic bottles and laugh as they fall down. Young babies are engrossed in exploring jelly; they squeeze it, pat it and taste it. Very young children learn to find a voice and begin to listen and respond. The staff nurture their early communication skills by listening to children's babbling and chatter and responding in gentle tones to reinforce early speech patterns.

Children thoroughly enjoy exploring water as they fill containers and pour to make the water wheel turn. They love splashing and making bubbles. They enjoy circle time where they complete the weather chart and take turns to select shapes from the shape bag. Children enthusiastically join in singing familiar rhymes and play musical instruments. They learn about number as they count during their play, everyday activities and as they sing songs, such as 'Three little ducks'.

Children attending the out of school club enjoy playing outdoors before they eat their snack. They enjoy kicking balls, balancing with the giant feet and playing with the rackets and shuttlecocks. After tea children are able to choose whether to complete their homework in a quiet area or to continue playing. Children say that they enjoy attending the club. They say the staff are kind to them and that they like the activities.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff are secure in their knowledge of the Foundation Stage curriculum. They know the children well and have a good awareness of their capabilities through carrying out regular observations. Sufficient time is given to children to allow them to become engrossed in activities and complete tasks. Staff give good emphasis to questioning children to gain information and encourage them to reflect and think. The organisation of the learning environment does not fully promote children's independence. Some resources are stored out of reach, for example creative materials are not readily available to children and the writing area is not inviting and stimulating. As a result children rarely access this area. The nursery is currently building up resources for this room.

The children develop positive relationships within the nursery. Staff are warm and affectionate, which creates an atmosphere in which learning can be developed. Children are encouraged to show consideration and respect to each other. The staff act as very good role models to help them understand about each other's needs and feelings. Children play well negotiating and taking turns when playing in the sand and water. They are beginning to learn the sounds of letters and some children confidently write their names as they label their work. They learn the letter of the week and bring things from home beginning with the letter, for example, wellingtons for the letter 'W'.

Children enjoy learning about numbers and use their fingers to show how old they are. They count the number of children present at circle time and use the abacus to add to the numbers as children arrive. They also enjoy counting in French. Children recognise and name simple shapes, they know that a square has four sides and a triangle has three sides. They know how many children are allowed in the play areas at any one time and tell each other if there are too many.

Children are developing their communication skills through everyday activities. They talk about what they are doing, for example, 'I'm painting a rainbow' and 'We're making milkshake'. Children talk about other countries; a child tells the group 'When I was in New York there was loads of thunder' another child tells staff they are going to China. Children recall how they made the 'Gloop' and describe its texture 'It's like porridge' and 'It's dripping'.

Children develop a good awareness of the world around them as they benefit from regular visitors to the nursery, such as the ambulance and paramedics, the police dogs and horses, and the dentist. Children have made a wormery and show interest when they find a worm outside. they tell the inspector it lives in the soil. The outdoor area is not yet developed to provide a stimulating environment and staff do not incorporate all aspects of learning in their planning. As a result, learning in this area is limited.

Helping children make a positive contribution

The provision is good.

Staff are skilled in supporting children who speak English as an additional language. They are able to converse with children in their own language. They work well with parents to gather words and phrases in the children's first language. This helps children to feel comfortable and to reinforce their understanding. Children greet each other in French each morning at circle time.

The nursery provides a good range of resources that reflect diversity to help children learn about the wider world. Children frequently celebrate festivals, which helps them to develop a

good sense of their own identity and also to value each other's similarities and differences. Children are learning to care for others as they visit the nearby residential home to celebrate a residents 100th birthday. They sing songs and take a present. This helps to give children a sense of community.

Staff create an environment so all children feel valued and learn to respect others. Staff find out information about children from their parents so they can meet children's needs. Children are given their comforters which help them feel secure. For example, a child who has a blanket is wrapped up and snuggles in to their key worker, other children sleep with their comforters or are given them if they become upset.

Children's behaviour is good. They share and take turns with equipment and resources. They are well mannered and polite towards each other and staff. For example, a child says 'Can I have some more glitter please?' and responds with thank you when the request is met. They are learning to act responsibly. For example, they clear their plates after they have finished eating, tidy away toys and sweep up spilt sand. Children receive lots of praise for their efforts and achievements; they develop a strong sense of achievement, confidence and self-esteem. They proudly show off their finished work to staff. Children's social, moral, spiritual and cultural development is fostered.

Parents and carers are made to feel welcome and staff establish friendly, open relationships. Effective induction procedures are in place for parents and carers. Staff meet with new parents to show and discuss all aspects of the setting's policies, procedures and other information. Very good systems are in place to keep parents fully informed about the setting and their children's activities. Written reports and meetings keep parents informed about their children's progress and achievements. Regular newsletters are also given to parents so they are aware of all aspects of nursery life. Parents speak highly about the nursery. They are pleased that their children are happy and enjoy their time at nursery. Comments include, 'All staff have gone out of their way to help settle my child' and 'I know my child is looked after by staff who really care'.

Partnership with parents and carers of children in receipt of nursery education is good. The staff develop very good relationships with parents, which is central to the ethos of the nursery. They have access to information about the Foundation Stage curriculum and are able to contribute to their children's development files. The use of the 'Working together sheets' helps parents throughout the nursery to be involved in the children's learning by sharing activities at home.

Organisation

The organisation is good.

The children are cared for in positive and supportive environment. Robust policies, procedures and documentation are in place. These work well in practice to promote positive outcomes for children. Children's welfare is safeguarded as effective recruitment procedures are in place to ensure staff are suitable before employment. The organisation of staffing levels ensures required ratios are met and the children receive good levels of support and attention.

The well qualified staff team are hard working and conscientious. They work well together and attend regular training for their professional development. They provide a harmonious learning environment for children; as a result children are making good progress in their learning and development. The manager meets daily with the head teacher of the school and good links are

made between the school and nursery. This includes pre-school children visiting the school nursery, which helps to provide a smooth transition for children who move on to the school.

Leadership and management of the nursery is good. Staff are clear about their roles and deploy themselves effectively to support children's individual needs. The manager has a high regard for the development and learning of the children in the nursery. She is aware of the strengths and areas for development in the setting. For example, the assessment records and the outdoor play space. She spends time working with the staff and has systems in place for monitoring the education provision. The nursery works closely with the early years development team to improve the nursery education provision. An action plan is in place for areas that require development.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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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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):

- improve hygiene practices in relation to pushchairs being brought into the baby room from outside.

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):

- review the organisation of the play rooms and children's access to resources to promote their independence (also applies to care)
- develop the outdoor area to provide a more stimulating environment and ensure planning includes all aspects of learning. (also applies to care)

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