

Greenacres

Inspection report for early years provision

Unique Reference Number	109172
Inspection date	19 September 2007
Inspector	Sylvia Dindar
Setting Address	68 Priory Road, Hampton, Middlesex, TW12 2PN
Telephone number	020 8941 1493
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Registered person	Greenacres Day Nursery School (Hampton) Limited
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 outstanding.

WHAT SORT OF SETTING IS IT?

Greenacres is one of four settings run by Greenacres Nurseries Limited. It opened in 1999 and operates from six rooms in a converted house. It is situated in Hampton. A maximum of 49 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from two to under five years on roll. Of these, seven children receive funding for early education. Children come from a wide catchment area. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications and two are working towards a qualification and senior staff are working toward Early Years foundation degrees.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting promotes the good health of children. For example, children are keen to go outside because the garden is an exciting place to be. Children are dressed in appropriate clothing so they are able to go out in all weathers. For example, during the inspection it rained; the children were keen to play outside, so staff provided them with colourful umbrellas and children put on coats and Wellington boots. When it is sunny children are provided with sun cream to protect their skin from burning and encouraged to play in the shady areas provided.

Children develop excellent physical skills as they explore the decking area where they show confidence as they manage the steps, climb around the fairy tale castle and use the slide. Older children show skill as they practise throwing the basketballs through the nets set at different heights to provide increasing challenges. Hoops are provided and children are using them in different ways, for example they thread their bodies through them and attempt to gyrate their bodies to prevent the hoop from falling to the ground. Children show that they are developing a sense of space and the awareness of others. They confidently pedal three wheeled bikes and enjoy manoeuvring wheelbarrows and buggies around their environment.

Staff carefully plan the day to ensure that children get the rest and sleep they need. Babies follow their own sleep patterns and sleep in cots made up with their own personal sheets. After lunch older children have a quiet time and those that need to sleep rest on day mats. Staff cover them with blankets and watch over them whilst they fall asleep comforted by the soft soothing music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit by being cared for in a vibrant and stimulating environment. Equipment, toys and resources are plentiful and meet the children's development needs. Staff give considerable thought to the purchasing of new equipment to ensure that children play with toys that are safe, in good condition, provide realistic challenge and provide stimulation.

Children are cared for in a secure environment where all doors are kept locked and special care is taken when children are dropped off and picked up. Staff ensure that children are only handed over to an identified carer. Regular and rigorous risk assessments take place and identify hazards and staff act quickly, minimising the risk to children. Safety features are put in place. For example, stair gates prevent children accessing areas of hazard such as the stairs and the kitchen. Signs remind parents and visitors to ensure that all gates are closed after them, ensuring the children's continuing security and safety. Sleeping children are checked every ten to fifteen minutes and this is recorded, ensuring that they are monitored effectively and rest safely.

Emergency evacuation is practised regularly to ensure that children can be evacuated quickly and safely in an emergency. Staff record and evaluate such practices to ensure that they remain effective. Staff are knowledgeable about first aid and follow rigorous and effective procedures when children have accidents, which include calling the children's parents and recording the events.

Staff have a good understanding of the signs and symptoms of abuse and systems are in place to record and report any concerns. Parents are provided with a copy of the nursery's child protection policy so that they understand why the nursery is committed to safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children enjoy their time at the nursery. Staff show good knowledge of the Birth to three matters framework and use observational skills to record and plan for children's continuing progress. Consequently children are kept stimulated and keen to explore their environment and are keen to learn. The play is well planned and includes incidental learning experiences as well as planned activities. All children know where the toys are and are able to help themselves from the exciting displays or from the low units. This allows children to take control over their own learning and encourages and develops their decision making skills. Activities include creative activities such as painting, gloop and jelly play. Babies and younger toddlers particularly enjoy the experience of the sensory room where they explore and develop a strong sense of self. They gain confidence in their own abilities as they explore in dark corners lit up by fluorescent moons and stars which capture their attention. They are learning new words as staff talk to them about what they see. They practise their climbing and crawling skills as they venture over the soft blocks to peer at their reflection in the mirrors.

They are learning to take turns as they play alongside each other and are reminded by staff that the toys are for sharing. Staff respond well to children, they sit down at low levels so that babies can crawl over to them and often cuddle up with a book enjoying the one to one closeness of their adult carers. When children wake from sleeping they are given a drink and a cuddle. This allows them time to wake up and familiarise themselves with their surroundings. Babies feel acknowledged and affirmed as staff and other children respond to their verbal and non-verbal signs. It is evident that children are making good relationships with staff as they show distress as the carer leaves the room. Staff respond in a positive way and re-assure them that they will be back and as they return the child smiles broadly, holding out their arms to be cuddled and staff respond to their needs. Children's language is encouraged as their staff pick up on the sounds and the words that children attempt to make and echo them back to them. Children's care needs are generally well met; babies are cuddled when being fed so that they feel secure. Older toddlers and pre-school children enjoy meal times as they are social occasions. They are provided with small spoons and serving dishes. This encourages them to help themselves to food, encouraging independence. They are learning good social skills as staff remind them to consider others and say please and thank you. However meal times in the baby room are busy and space and resources are not always used effectively and as a result older babies are not always given the opportunity to attempt to feed themselves.

Younger children enjoy their time at the nursery. They are kept well stimulated because staff are knowledgeable about child development and plan exciting play opportunities around the Birth to three matters framework. This includes incidental learning experiences as well as adult led activities. All children know where the toys are and are able to help themselves from the exciting displays or from the low units. This allows children to take control over their own learning by encouraging them to make decisions for themselves.

The older toddlers join in with the pre-school and enjoy the free flow play. The activities are fun and exiting. Staff ensure that children can join in at a level that is appropriate for their age and stage of development. They enjoy activities such as threading, puzzles, number games and water play. They explore natural materials such as feathers and shells and talk about their size,

colour, shapes and texture. They play alongside each other in the imaginative area and enjoy dressing dolls and taking them on walks. Children are making good relationships and play well together. They learn to resolve differences for themselves. For example, when a younger child wants a tricycle which is being used by another child he begins to make a fuss. The older child shows maturity, talks to the other child and explains she will let the younger child have a turn in a minute; he accepts this from the child. True to her word the child brings it back to him and tells him it is his turn now and smiles broadly. Staff watching praise the children for sharing nicely and both children smile proudly enjoying the praise.

Nursery Education

The quality of teaching and learning is outstanding. Children's learning is exceptionally well promoted because staff have an expert knowledge of the Foundation Stage curriculum and understanding about how children learn. They are extremely skilled in the way they adapt their teaching methods and questioning techniques, encouraging children to think things through for themselves and extend their own learning. Staff use children's interest to excite and inspire them in their play. As a result activities capture children's attention and they concentrate for sustained periods of time.

Staff have an excellent knowledge of children's individual abilities, interests and strengths and are aware of the areas for development. Children are provided with realistic and exciting challenges. Each child has an individual play plan, created out of the observations that all staff make, noting their achievements. Individual activities are planned by their key worker to benefit the individual child. This information is then shared with other staff so that it can be incorporated effectively into the nursery plan. In this way they can identify other children who may benefit from the same activity so children don't feel singled out. Staff evaluate the children's play experiences daily, ensuring they are meaningful and fun and are meeting the children's developmental needs.

Excellent organisation of daily routines, presentation of resources and the good use of space both inside and out empowers children and as a result they display excellent levels of independence and develop extremely good self-care skills. For example, the children fill the water tray themselves as staff have placed a number of buckets and watering cans by the tap so they can help themselves. Children confidently help themselves to water from the water tower when they are thirsty and serve themselves at lunch time.

Children have a wealth of opportunities to initiate their own learning, as well as providing opportunities for them to engage in planned experiences with staff and their peers. For example some children are keen to involve themselves in the art activity and show sustained concentration as they use a range of exciting resources to create their artwork. The texture of the paint has been carefully mixed so that children discover what happens when they paint with ice cubes or add paint to them. They discover the pattern made by wheels of plastic cars, enjoying the motion of the car and the feel of the paint. They are provided with string for printing; alongside this children are keen to explore the texture of the paint with their fingers, as they spread it around their paper, enjoying the tactile feeling.

Children are provided with digital cameras and encouraged to take photographs of the things that interest them in their local environment. This work is valued and displayed on the walls and this encourages children to recall what they saw. They are learning about how things grow as they plant and care for vegetables such as tomatoes and beans. Children are encouraged to tidy up as the staff have drawn silhouettes of where the garden equipment goes so their learning

is further extended as they match the shape to the tool. When the tomatoes are ripe, they explore them by cutting them open and looking at the seeds they produce. In this way their learning is completed and they understand about the life cycle of plants. Their senses are used to help them describe what they smell and feel like. They have a sense of pride as they have contributed food to the menu and are keen to taste their produce.

Children are keen and eager learners and are developing excellent language skills. They continually ask questions about why things happen and how. For example, they find it fascinating as the water pictures they paint outside disappear like magic. Staff ask them why they think that this may happen. Children reflect and work out it is because the sunshine came out and dried it all up. They are keen to express themselves, for example, when a member of staff blows bubbles in the rain, children say it is raining bubbles, linking the two things together. Children enjoy singing familiar nursery rhymes and one child suggests they might add some words to a familiar song. They giggle as they try to make sense of the rhythm with the new words in it. Children show an interest in books as they are very well displayed and offer an excellent choice to children. Staff know which ones are favourites, so ensure that these are always available. As a result children become familiar with the text and confidently retell stories. Children really enjoy group story times and take it in turns to choose a book. The bear hunt is a familiar story which children are really excited about. They confidently recall the story from beginning to end using actions and words. Recently staff have introduced children to a self-registration system and already they show great confidence and pleasure in identifying their name. Staff re-enforce and extend the learning as they encourage them to talk about the sounds of their names and link them to the letters. In addition to this the environment is rich in print text and written word so children have excellent opportunities to recognise that print carries meaning.

A circle time provides a stage for children to express themselves and because the children have developed such confidence they are exuberant and keen to take part. The member of staff skilfully manages this as she captures children's attention and acknowledges that everyone should have a turn to speak. Children learn the rules as the member of staff introduces the talking card which means that only the child that is holding it can talk and others must listen. This excellent strategy works very well. It allows all children to have a voice, develops social skills and helps them consider others.

Children are given a wealth of good opportunities to discover and develop their maths skills. For example, outside they enjoy building with very large blocks and make towers, talking about how tall they are and compare them with their own size. Children have opportunities to group and sort resources by size and number. They enjoy using the laminated cards which staff have made into different shapes and which have numbers on them. Children enjoy putting them in number lines and walking over them counting the numbers as they go, learning to sequence. They describe the shapes as they walk back over them. Number lines are displayed using children's photographs in blocks that build up to ten so that children can visually see how numbers grow and have the added interest of seeing pictures of themselves.

Children have exciting opportunities to explore and use their imagination because they are provided with an excellent range of materials, for example, treasure and fishing rods for the water play and a range of small world resources that include animals and people that they can hide in the sand, as well as a well resourced home corner that has a variety of uses, for example, a hospital, shop, and a vet's. Children are particularly inspired by the beautiful colours and the textures of the lengths of material the staff provide. They are a great success and children find lots of uses for them. They dress up in them, wrapping the fabrics around their bodies, enjoying the feeling against their skin.

Helping children make a positive contribution

The provision is good.

Children are happy as most are settled and very confident within the setting. Staff understand that some children find it hard to make the transition from home to nursery so offer good support for children who are finding it difficult to settle. They cuddle and reassure them when they are distressed. They allow them to explore at their own pace even though other children are following the routine. Children are learning about feelings as staff explain to them how some children find it difficult to join in when they are sad.

Staff are good role models and are constantly polite and courteous to children and each other. As a result children mirror this behaviour and are exceptionally well behaved. Staff use a range of very effective methods to manage children's behaviour, for instance, they use distraction and give children good explanations about the impact their behaviour has on others. In the baby room they gently remind the babies that they must share. Older children are developing negotiation skills and are beginning to sort out some situations for themselves. Children learn the rules of the nursery as they are consistently applied, for example, no running, be kind, share, take care of others and their belongings.

Children's spiritual, moral, social and cultural development is fostered.

Children learn about people's differences through celebrating a range of festivals and have access to a wide range of resources, which provide positive images of cultures, gender and disability. A well trained special educational needs co-ordinator is employed whose job it is to support those children who require additional help in order to reach their full potential. A picture enhanced timetable helps all children know what happens next and helps them feel secure. Staff gather information from parents about their children's individual needs. This information is then used to ensure that children's individual needs are met.

The partnership with parents and carers is outstanding.

They are supported in their parenting and are invited to information evenings when they look at and discuss different approaches to parenting. This is particularly well received when there appears to be a common issue, for example, children biting other children. Parents feel welcome and are invited to take part in the life of the nursery, for example they are invited to be nursery officer for a day and asked to make comments, in this way they get a better insight into what the children are doing at the nursery. The parents' notice board is extremely well organised and provides information on the early years grant funding, play plans and leaflets on child health issues. Children's photographs are displayed showing them taking part in activities. Parents are asked to contribute to their child's development records by providing information about what their child already knows. They have access to the well planned and presented developmental records and are encouraged to ask questions about their child's education. More formal open evenings are planned so that parents can discuss their child's development. The prospectus provides good information on the Foundation Stage curriculum. It explains how children learn through play, the key worker system and record-keeping, and offers ideas of how parents can be involved in their children's learning. Parents are regularly asked to comment on the service they receive. Their responses are acknowledged, evaluated and acted upon where possible. Regular newsletters provide additional information, for instance about the recent changes of the use of rooms.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's care and learning is significantly enhanced because practitioners work well together as a team to develop the nursery's vision in providing good quality childcare and education. Staff attend regular meetings where they share information on operational issues to ensure the continuing smooth running of the nursery. The staff meet together regularly to access and review the children's development records and plan for the next stage in their learning. They communicate effectively with each other, passing on information, ensuring that children are well cared for and supported.

Staff are passionate about what they do and recognise the importance of providing a good early years experience. A key worker system works well because new staff are teamed up with suitably qualified and experienced practitioners who have an in-depth knowledge and understanding of child development and of the children in their care. This ensures children get consistency and continuity of care and as a result are developing into confident and happy children. Secure procedures are in place to recruit, appoint and induct new staff, ensuring their ongoing suitability. All practitioners have a clear knowledge and understanding of the policies and procedures within the nursery as this is part of the induction process. These are implemented well throughout the nursery, ensuring they support the children's care, learning and safety. Accurate records are kept and policies and procedures are regularly updated, ensuring new regulations are met. Records are shared with parents and secure procedures are in place to ensure confidentiality is maintained.

The provider uses evaluation throughout the nursery to generally greater effect. Evaluations have been carried out on the whole of the nursery and as a result changes have been made to the use of all areas. These have mainly had a positive impact on the care of all children, in particular the nursery funded children and older toddlers. They now have free flow from indoors to outdoor play areas increasing their choice of toys and areas in which to play and meal times are very social and relaxed occasions. Babies now occupy the first floor, where the play area is very well organised, vibrant and interesting and as a result children have very positive and fulfilling play experience. Sleep areas are planned to give children maximum relaxation in a way that they feel most comfortable and secure. Bottle fed babies are well supported when feeding. However, meal times for the rest of the children lack some of the care and organisation taken in other areas, impacting on the care of some of these children.

Leadership and management are outstanding. Children's learning is significantly enhanced because teaching is rooted in a secure knowledge of the Foundation Stage curriculum. All practitioners play an active role in planning and assessing children and secure procedures are in place to continually review the learning experiences they receive. High priority is placed on evaluating and monitoring the curriculum, to ensure all aspects are sufficiently included, and assessing the impact of this on children's individual learning. Time and resources are exceptionally well used and the vibrant learning environment enables children to reach their maximum potential and play an active role in their learning. Secure procedures are in place to monitor staff performance and development. All practitioners have an annual appraisal, in which they discuss and develop an individual training plan. High priority is placed on updating practitioner's skills and knowledge by attending regular training opportunities. Any training attended is cascaded to all staff at meetings, which maximises benefits to children. Continuing evaluation of the implementation of the nursery education programme ensures that strengths are recognised and any weaknesses addressed, As a result, every child receives an exceptionally

high standard of care and education, makes rapid progress and plays a central role in their learning.

Improvements since the last inspection

At last care inspection staff were required to review the routines of the nursery in order to allow choice and independence and provide realistic challenges for older children. They were also required to ensure parents have easy access to information about Ofsted in relation to complaints and to review the Child Protection policy to ensure it includes essential detail.

At last nursery education inspection the nursery were required to improve the children's access to books, improve the range of physical equipment for older children and in addition make art and craft materials more accessible to children. They were also required to provide staff with training on questioning techniques in order to help children express themselves.

They have addressed all these issues and as a result all areas of play have been fully reviewed and continue to be evaluated. Staff provide individual learning programmes for children based on the interests and development needs of children. Children now benefit from a free flow of activities where resources are very easy to access; as a result children are developing in confidence as they make choices for themselves. There are excellent opportunities for all children to take part in physical play, for example, basketball nets are set at different height to provide appropriate challenges. Children have opportunities to climb; they have access to large sturdy bikes. The book corner is a very welcoming place to be, with soft cushions, and children are provided with a excellent range of books which are particularly well displayed.

Staff have attended training on questioning techniques and now present a range of meaningful questions and as a result children are well practised and confident in expressing themselves.

Parents now have easy access to information about Ofsted in relation to complaints and a complaints procedure is in place. Staff have reviewed the Child Protection procedures and these now contain all essential information.

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 outstanding.

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):

- continue to review and evaluate the care of babies to ensure they are given appropriate opportunities to feed themselves as developmentally appropriate

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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