

Green Lane Nursery Ltd

Inspection report for early years provision

Unique Reference Number	206257
Inspection date	23 November 2007
Inspector	Jennie Lenton
Setting Address	11 Green Lane, Buxton, Derbyshire, SK17 9DP
Telephone number	01298 767505
E-mail	
Registered person	Green Lane Nursery Ltd
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 outstanding. 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?

Green Lane Nursery opened in October 1999. It operates from a large converted Victorian house, situated close to the centre of Buxton. The nursery is registered to care for a maximum of 40 children under eight years of age. There are currently 66 children from birth to under eight years on the register. This includes 19 funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities.

The nursery is open Monday to Friday throughout the year from 08:00 until 18:00. A total of 15 staff work with the children. Of these, one is a qualified teacher, seven are qualified to NVQ level 3 and a further three hold NVQ level 2. A number of staff are currently working towards further recognised qualifications. The nursery receives advice, support and training from Derbyshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Unquestionably, children benefit from the exemplary approach taken towards promoting a healthy lifestyle. The setting has designed its menus with care to provide an excellent variety of meals to suit all dietary requirements. Children are offered freshly prepared and attractively presented dishes which they thoroughly enjoy. Older children tuck in enthusiastically to well-balanced meals such as jacket potatoes with a variety of fillings or chicken casserole with vegetables. Babies squeal and squirm with delight as their lunch is brought in and develop good manipulative skills as they learn to feed themselves. In the mornings children are offered a light breakfast of cereal or toast. They are also provided with a teatime snack in the early afternoon as well as a cooked mid-day meal. As a result, children are extremely well nourished.

Mealtimes are relaxed and provide an opportunity for children to develop their understanding of diet as they happily discuss the foods they eat. For example, they talk about how different foods are good or bad for you and why too much sugar can harm your teeth. Children further develop their interest in a healthy lifestyle through innovative experiences. They grow beans and cress which they sometimes use to garnish meals or take home to share with their families. Older children have a weekly baking session where they make a wide variety of items including fruit kebabs, 'hedgehog' cakes and bread rolls. They often have their own creations as part of an afternoon snack. They have also been involved in making their own cookery book, creating the recipes and taking photographs of their creations to illustrate the book. These engaging activities encourage children to think about where food comes from and different ways of preparing it. There is constant access to fresh water so all children can help themselves to a drink throughout the day. This ensures that they remain hydrated throughout the session as they meet their individual needs.

Children are expertly protected from cross-contamination as the setting has superb policies and procedures in place. All staff have an awareness of food hygiene procedures and ensure these are followed when preparing and serving food. This reduces the risk of passing on bacteria. The consistent role modelling provided by staff means that children also recognise how to reduce health risks. Children wash their hands properly after visiting the toilet and before eating. Older children demonstrate an understanding of why such routines are necessary as they know that 'germs can make you poorly'. As a result, they actively contribute to their own well-being, swiftly taking responsibility for meeting their own personal needs. Staff professionalism also ensures that children are excellently cared for in the event of an accident or if medication is required. Excellent written policies are precisely followed to ensure that all records are accurately maintained and routinely shared with parents. Consequently, children benefit from consistent high quality care.

There are splendid opportunities for physical development. The setting has a well designed outside area. Children relish their time running around in the fresh air as they energetically kick footballs, play with hoops or use the slide. Children enjoy a high level of challenge as they also have opportunities to take part in swimming lessons with a specialist instructor. Additionally, older children have weekly access to the local church hall for sports sessions. Here they take part in team games, running and skipping with increasing skill. They also move imaginatively to music, developing a sense of rhythm and speed as they pretend to be cats, creeping then pouncing. Visits to local parks, woodlands and hills are also provided. This gives children the opportunity to explore their environment as well as providing them with a fantastic sense of

space and freedom. There are plenty of activities that concentrate on using finer skills, for example using scissors, pens and glue sticks or manipulating cutlery with increasing control. As a result, children's physical skills are excellent.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a safe and welcoming environment where their well-being is clearly the highest priority. Risks are successfully limited through excellent safety and security procedures. The exterior doors are all securely locked enabling staff to monitor access at all times. Staff are clear about the importance of checking the identity of callers which fully protects children from inappropriate visitors and from leaving unsupervised. The exemplary use of risk assessments further safeguards children from harm. Potential hazards are identified and addressed to prevent an incident arising. This forward thinking approach is applied to outings, daily routines and individual circumstances as risk assessments are carried out on both the setting and individual staff and children where necessary.

Children use a fantastic range of safe, good quality resources. As children play, they demonstrate an advanced level of understanding about how to keep themselves safe. This is because they recognise the importance of following rules. For instance, children know to stay away from the kitchen area, to walk sensibly on outings and to limit the number of children in the sandpit area. Their awareness is consistently of a high standard as staff explain why rules are put in place and encourage children to remain vigilant. As a result, children show mature respect for their surroundings, their own safety and that of others. The smooth running of the setting is underpinned by thorough health and safety policies. These include procedures to ensure that all toys and equipment conform to safety requirements, guidelines for the safe preparation of food and additional procedures to safeguard children on visits. Without exception, these are comprehensive documents which fully support excellent practice. Consequently, children's safety and well-being is successfully promoted to an extremely high standard.

The expert knowledge of child protection procedures demonstrated by staff helps to ensure children are protected from harm and neglect. Staff fully understand the correct procedures to follow for recording concerns. They have a clear understanding of signs and symptoms that may alert them to child abuse and are fully supported by knowledgeable management. Without a doubt, the setting has a strong commitment to safeguarding all children with all decisions being made with the child's best interests at heart.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relish their time at this vibrant setting. They are confident and happy, eager to attend and enthusiastic throughout the day as they enjoy superb opportunities to play and learn. They are constantly engaged in fruitful activity, moving around the setting as they access different rooms and resources. All children have warm relationships with each other and with the staff. This is a result of the family atmosphere which successfully enables children to feel 'at home' and part of a community. All children are treated with respect and their contributions to the setting are valued. Their work is displayed around the nursery and they are encouraged to share their home life with the setting. For example, they bring in pictures of themselves and their families. There are plenty of opportunities for children to snuggle up with staff as they read stories or play alongside them. As a result, children are relaxed and comfortable. Older children

actively contribute to the running of the setting as they help to give out snacks or lay the tables. This effectively encourages them to develop a sense of belonging.

Children enjoy a wonderful range of stimulating experiences that encourage their intellectual and creative development. Their preferences are respected as there is plenty of time dedicated to free choice. For example, children of all ages enter the 'activity room' where they choose from a variety of activities, such as sand play, painting, modelling with play-dough or a craft activity such as arranging leaves and flowers. Children also enjoy dressing up, pretending to run a vet's in the home corner or playing with dolls and cars. Quieter activities such as reading, drawing and completing jigsaws are also enjoyed. Babies develop their exploratory impulses as all their senses are used as they investigate 'treasure baskets', explore the feeling of melted ice or the sensation of paint on their fingers and toes. Staff encourage all children to be actively engaged and language skills are swiftly developed as staff talk to them about their activities. As a result children's social skills are advanced.

Children show mature understanding as they learn right from wrong. Staff are sensitive to protecting the feelings of every child and engage children in discussions about valuing difference. As a result, children develop a clear sense of responsibility and show a willingness to treat others with the same respect as they are afforded. Staff reinforce all positive efforts by saying 'well done' or 'thank you' as children help and care for each other. Consequently, children have excellent levels of self-esteem.

Nursery Education.

The quality of teaching and learning is outstanding. Staff demonstrate a superb understanding of the Foundation Stage. They have undertaken professional training and have a complete knowledge of how children progress through the stepping stones. They work well as a team, devising and delivering planned activities across all areas of learning. A wide range of practical and engaging experiences are offered to children, supporting all to develop their potential. These are expertly delivered to ensure that all learning opportunities are fully exploited throughout the day. For example, routine times, such as registration are used to full effect as staff consistently engage and involve children in them.

The system for assessment is successful and children rapidly progress. All staff make quality observations which are then recorded in the children's individual files. Staff review the children in their own key worker group every week and ensure that their progress is monitored. This effectively ensures that they have a clear picture of children's individual levels of attainment. This impacts positively as staff are always clear about the level of challenge that individual children require. Children's next steps are routinely included in future planning. This means that activities are consistently pitched at the right level with staff focussed in their questioning to fully extend children's learning.

Staff are highly skilled in using effective methods to maintain children's interest, sitting with them and extending their play in all areas. They are versatile, including all children by engaging them in groups or on an individual basis. This ensures that more reserved children or those with additional needs are equally well supported. Every opportunity to promote understanding is fully exploited. For instance, as children choose an animal sticker as a reward for good work, staff offer a fact about the animal. The vibrant and animated style used by staff in group activities helps to ensure children remain focussed. For example, during story time, staff read with enthusiasm and emphasis to stimulate interest. Children listen attentively as the staff member makes the story fun and exciting. They ask questions about the story and staff

encourage them to predict the outcome. Similarly, during song time staff get fully involved. They complete the actions to songs along with the children, laughing with them as they do so. Children have great fun moving imaginatively during the 'penguin song' and follow instruction successfully. This interactive approach ensures that children remain positive about learning as they build fantastic relationships with the staff.

Children's attitude to learning is outstanding. They concentrate well beyond that expected for their age and stage of development as they spend time designing their own creations or actively participating in registration time. Their self-help skills are developing rapidly as they wash their hands before their lunch and pour their own drinks at snack time. Children's language skills are also excellent. They speak clearly and are confident singing songs and interacting with each other. They enjoy using language, learning new words as they guess the names of musical instruments like maracas. They also experiment with words, finding unique ways to express themselves. For instance, describing textured objects as 'crunchety-crackety'. This encourages children to explore how language is used to convey meaning. Children also link sounds to letters as they say their names to the beat of a drum, recognising the number of syllables. They all recognise their forenames in print with older children learning to identify their surnames. Children are familiar with seeing other words in print as the setting uses clear labelling for all resources. Staff encourage children to read and write simple words. For instance, children write out how many children are in their group, making recognisable letters as they copy print. They also read the weather and date charts with staff support. This helps them to successfully develop early reading skills above and beyond that expected for their age range.

Children understand and use numbers in everyday routines. All children count up to 12 confidently and are able to match number to object as a result of well designed activities. Children count out cups or plates at snack time and successfully problem solve if the incorrect number is present. They use mathematical language such as 'more' or 'less' accurately as they compare lengths during measuring activities. They recognise numbers in numeral and written form as these are clearly displayed and regularly referred to in group activities. As a result, children excel in the area of mathematical development. Children also develop their fine manipulative skills to a high degree. They use one handed tools competently and show increasing control as they design pictures and decorate them with sequins and glitter. Their creativity is valued as they are free to use their imagination as they role play, dance or draw.

Children also have plentiful opportunities to investigate objects and find out about their surroundings. They enjoy exploring the natural world as they take part in nature walks and even spend the occasional day in local woodlands, where staff devise activities for them for a full morning. Children show interest as they learn about the creatures who live there and explore the trees and plants. This extends their knowledge and understanding in practical and engaging ways. Children also enjoy visits from people in the community. They learn about being a fire safety officer or how to care for different types of pets. Additionally, they learn about different traditions and ways of living. They celebrate the festivals of different religions and countries and are involved in some innovative activities. For example, taking part in a feast to celebrate Eid. This helps them learn about their own beliefs and those of other people. Children's knowledge and understanding of the world is therefore extremely well extended.

Helping children make a positive contribution

The provision is outstanding.

There is a robust and comprehensive equal opportunity policy. This supports excellent practice. The setting is committed to recognising family identity and individual diversity. This is

successfully promoted through activities such as collecting family photographs and using these in discussions. Children develop a positive sense of self as they are encouraged to value their uniqueness. All children's records are extremely well detailed to ensure that they receive appropriate care relating to their own requirements. Children also learn to value diversity in others through a range of interesting activities. For instance, learning about different traditions as visitors come in to show them cultural dress or discussing different disabilities. A positive sense of community and citizenship is also extremely well fostered. Children get involved in fundraising activities for both local and international charities. Additionally, older children take part in topics about global issues, visiting a recycling centre and separating out different materials. Consequently, children's sense of community and their place within it, is promoted to an optimum level as they positively contribute to the wider world.

The setting actively supports those with learning difficulties and/or disabilities by working alongside other professionals to identify additional needs early on. This approach helps to ensure all children can reach their full potential. Staff are dynamic and enthusiastic about the implementation of individual plans and show genuine pride as children with identified needs make vast progress across all areas of development. Parents are fully included in their children's care and find that staff are dedicated towards supporting them as a family. The setting actively seeks out support for children and ensures that resources are in place to nurture and enhance every child's experience. As a result, children flourish as their additional needs are regularly discussed, reviewed and fully met.

Children's behaviour is excellent. Staff are highly effective in managing behaviour in a way that promotes children's self-esteem. This impacts positively on the children who consistently show respect for the setting, staff and each other. They play a dynamic role in the running of the setting as they become involved in helping staff during snack and meal times. They smile with pride as good behaviour is rewarded in ways which are meaningful to the individual child. For example, being allowed to take part in an older group's activity as a result of behaving positively. Children are also effectively encouraged to care for others. They consider how another child might feel and show concern for each other. Children's spiritual, moral, social and cultural development is fostered.

The setting seeks to engage all parents and carers and has in place excellent systems for communication. A welcome pack is provided on initial contact which contains valuable information about the setting and its work with children. Parents are fully informed as to the care their children will receive and are invited to contribute to reviews of their child's progress. Staff are friendly and approachable, chatting with parents at arrival and departure times. This ensures that any changes or concerns are promptly shared which promotes children's well-being. The setting also supports parents through the provision of information leaflets and links to other services. It also offers opportunities for parents to express their feelings about the provision. Children benefit significantly from this positive partnership as their welfare is regularly discussed. Completed questionnaires and discussions with parents indicate that they are extremely satisfied with the care provided.

The partnership with parents and carers of children in receipt of funding for early education is outstanding. Parents receive detailed information on the educational programme which is presented in an appropriate way to promote understanding of the Foundation Stage. Parents are actively encouraged to be involved in their children's learning. They are asked to contribute to staff's understanding of their child's abilities and are invited to fill in forms indicating any areas where they feel further input is needed. This helps to ensure that children receive focussed support if required. The setting also provides regular newsletters which detail the topics

pre-school children are covering. Fun activities following on from topics at the nursery are suggested for parents to carry on with their children. For instance, looking at the way the moon changes following a craft activity making crescent shapes. This enables parents to extend their children's learning at home. As a result, children are helped to fully progress.

Organisation

The organisation is outstanding.

Through superb planning and effective staff deployment children receive high levels of care from extremely well qualified individuals. Children's play and learning is significantly enhanced as experienced, enthusiastic staff work alongside them throughout the day. There are robust recruitment and vetting procedures to employ appropriate staff. Effective procedures ensure their continued suitability. New staff receive a comprehensive induction which ensures that they are quickly familiar with the robust policies and procedures. This effectively promotes the welfare of children.

The leadership and management of children in receipt of funding for early education is outstanding. Children are progressing and achieving rapidly because of the superior teaching methods. Staff are dedicated, keen and knowledgeable. They are focussed on supporting children and track their progress towards the early learning goals. This ensures that each child is given every opportunity to reach it's individual potential. The setting evaluates its own performance, plans for the future and is successful in identifying its own strengths and weaknesses. There is a clear commitment to continued improvement which is shared by all staff. Aims and objectives focus on the development and achievement of all children.

All staff are actively encouraged to reflect on their own development through the valuable appraisal system. They are fully supported in accessing further training and are encouraged to evaluate their own practice and training needs with support from the management team. Children benefit as new ideas and techniques are put into practice to enhance their experience. Staff are also encouraged to play a vital part in evaluating the nursery as a whole, contributing their views and opinions to push the setting forward. As a result, all staff feel valued. Consequently, there is a positive atmosphere that promotes both staff and children's well-being. As a result of the unquestionable dedication displayed by staff, all children flourish. Documentation is consistently of a high standard, available for inspection and stored appropriately with due regard for confidentiality. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection, to improve the standards of care, the setting was required to ensure that child records, in particular the medication dose information, are maintained confidentially; make sure that poisonous plants are inaccessible to the children and review the nappy changing procedures.

Children's records are now stored confidentially. The setting ensures that accident and medication information is stored individually so that information is shared on a 'need to know' basis only. This helps to protect children. The ivy in the rear garden has been cut back and is effectively managed to prevent it becoming accessible to children. Staff also remain vigilant to this issue. Children are always supervised in the outside play area and reminded not to touch plants. Consequently, they are well protected from this hazard. The setting has also reviewed its nappy changing procedures and the current system is effective in protecting children from cross-contamination. The procedures have been assessed by the environmental health

department who are satisfied that they are fully suitable. Such improvements have, therefore, contributed to the outstanding levels of care now provided by the nursery.

To improve the standards of nursery education the setting was required to review staff's methods of recording children's development. There are now a number of quality systems in place which ensure that children's development is fully evidenced and tracked. Children's achievements are promptly recorded and staff are extremely knowledgeable about individual levels of attainment. Parents also have opportunities to contribute to records, detailing areas of strength and weakness. Furthermore, a system of continuous assessment has been introduced to show how everyday activities also provide evidence of children's development across different areas of learning. This ensures that any gaps in ability can be addressed during routine times as well as through focussed activities. As a result, all children are fully supported as staff are continually aware of their levels of achievement, and make efforts to meet any areas requiring additional input.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. 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

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

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