

Greenfields Day Nursery

Inspection report for early years provision

Unique Reference Number	254614
Inspection date	05 March 2008
Inspector	Susan Riley
Setting Address	139 Russell Road, Forest Fields, Nottingham, Nottinghamshire, NG7 6GX
Telephone number	0115 8418441
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Registered person	The Greenfields Centre 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 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?

Greenfields Day Nursery has been registered since 1989 and is managed by a management committee. It operates from the Greenfields Training Centre in a refurbished building in the Forest Fields area of Nottingham. A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday from 08.15 to 17.45 for 49 weeks of the year. Closing for the first two weeks of August, Christmas week and all main bank holidays. All children share access to secure enclosed outdoor play areas.

There are currently 112 children from five months to under 11 years on roll. Of these, 16 children receive funding for nursery education. Children attend from the local and wider communities. 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 member of staff. Of these, 15 hold appropriate early years qualifications and one is 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's health is soundly promoted as the setting takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines and the setting's own policies and procedures to prevent cross-infection. The children's welfare is promoted because the setting can respond to accidents appropriately as current first aid certificates are held, first aid boxes are kept up to date and readily available and accidents are recorded and shared with parents. However, some accident records do not contain sufficient information to fully protect children. Appropriate measures are taken when children are ill so that health needs are met. Children are learning about their personal hygiene and how to keep healthy by following the setting's daily routine and topic work.

Children are well nourished and benefit from a healthy diet. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and complies with their dietary and religious needs. The nursery does operate a full vegetarian menu. The children are learning about healthy living through a range of activities that develop the children's understanding of which foods are good for them. All meals are cooked from fresh ingredients. Each child has their own named water bottle or beaker readily available so they can help themselves as they become thirsty. This also promotes their independence.

The children enjoy varied opportunities to experience physical activities and develop their skills. Children go outside in the fresh air daily to play and be active. Physical activities are provided inside. Children engage in activities requiring hand-eye coordination as in picking up toys, fixing items together, completing jigsaws and for the older children lots more complex resources are also readily available. Provision is made for children who wish to relax, play quietly or sleep according to their own needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and are well cared for in premises that are safe, secure and suitable for their purpose. This is because the setting ensures that the environment given children adequate access to a comprehensive range of facilities that successfully promote children's development. The premises are welcoming and child-centred because they are set up for children prior to them entering. Each child has their own pictured coat peg and their art work displayed, this helps to give children a sense of belonging to the nursery. Staff greet each child and parent with a smile and a welcome. All areas of the nursery are clean and appropriate routines are in place to ensure the cleanliness during the day. There is a designated area for children to sleep undisturbed and sleeping children are monitored at all times.

The children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Children can easily access the resources and make their own choices. This helps to promote their independence.

Children's safety is suitably promoted because the staff takes positive steps to promote safety within the setting and on outings. They ensure proper precautions are taken to prevent accidents and minimises the identified risks to children. The staff complete daily risk assessments for all areas of the nursery both inside and out. The premises are secure and the nursery has effective systems for the safe arrival and collection of children. There are suitable procedures in place for outings, the children are kept safe because parental consent is given, risk assessments are carried out, contact details and first aid resources are taken and appropriate ratios are maintained.

When collecting children from school for the after school provision the staff wear identifiable clothing and reinforce road safety as they all walk back to the nursery. So the children are learning to keep themselves safe. Children also practise the emergency evacuation procedures to raise their awareness of what to do in the event of an emergency. The after school children are currently making props to act out a play that they have written about keeping themselves safe. The children are adequately protected from harm because staff have a sound understanding of their role in child protection. They are able to put appropriate procedures into practice. Children are cared for by adults who are vetted and have relevant experience, knowledge and skills.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They enjoy their time at nursery, and freely select activities according to their needs and interest. Children are confident to approach the staff to ask questions or for help and support. The younger children enjoy close relationships with their carers and readily seek comfort and contact with them, increasing their sense of well-being. Children feel safe and secure and demonstrate a sense of trust. The staff are skilled at encouraging children to extend their experiences, and at listening and talking with them. This raises children's self-esteem and confidence.

All children are very involved in their play and learning and demonstrate good levels of concentration. They make their own decisions about their play as they choose from the wide range of activities and experiences. All children increase and develop new skills throughout their play. For example, the school age children are making their own props for a play they have written about keeping themselves safe. Children make positive relationships, the staff are very interested in what children do and say. The social skills of children are promoted through the meals times, as children sit together in their small social groups. Staff also promote turn taking and the sharing of resources with the younger children. This helps children build up good relationships with their peers. Children are beginning to distinguish between right and wrong through the gentle reminders and the positive praise they receive from staff.

Nursery Education

The quality of teaching and learning is good. Children are making good progress and their overall development is promoted because staff have a sound knowledge of the Foundation Stage. Staff recognise that children learn in different ways and plan a full curriculum. However, the current planning for the outdoor play area is not effective as it does not cover all areas of learning. Staff work very closely with small groups of children or on a one-to-one basis so that the children benefit from an adult's undivided attention. Each child is set individual targets and these are incorporated into the planning, this ensures that all children are moving forward in their learning. Children are eager to learn, self-assured in their play and confident to try new

experiences. The staff appropriately question and challenge the children and are aware of good teaching practices, to suit the children. They provide activities and opportunities for children to enable them to learn by themselves and consolidate their learning. Children's independence is promoted effectively through the daily routines. For example, children are encouraged to help tidy up at certain times during the day, they help with the setting up of the tables for meal times. The play environment is planned to allow children to be self-sufficient. For example, coat hooks are set at children's height, drinks of water are readily available to allow children to obtain a drink as they become thirsty.

Children are very interested and motivated to learn. They are always busy and keen to get involved, using the resources provided in imaginative ways. During role play they demonstrate their caring side as they play with the dolls. Their independence is promoted. For example, the target for some children is to fasten their own coats. Children are given responsibilities for the day as in ringing the bell for tidy up time and relaying messages to other staff members. Children concentrate well as they persevere with tasks such as making their own spaceship out of boxes. Older children play cooperatively with their friends, negotiating rules for their games and taking turns to use tools and equipment. They are also encouraged to play games as in the 'King's Keys' to help build up their social skills. Children learn about the wider community through visits to the local shops and by having visitors to the setting.

Children's communication skills develop well. They are able to listen to others and to take turns in conversations. Children constantly learn new vocabulary and use spoken language to talk about what they have done and intend to do. Each week the children have new key words to learn and these are linked to the current topic. They learn the sounds that the letters make and staff encourage children to say the initial sound. Children enjoy listening to stories and are able to recall the story when asked questions about what happened next. They are encouraged to write or make marks for their name on their art and creative work. The more able children write their own name. All children are beginning to recognise their own names on cards used within the settings. Children learn from the good labelling about the nursery, helping them to be familiar with words and symbols. They know how books work and handle them with care.

Children are interested in numbers and counting, they are beginning to understand simple addition and subtraction as they sing number rhymes or when helping set the tables for meal times. They count spontaneously beyond 10. Children complete jigsaw puzzles, this helps to develop their mathematical ideas and helps them to problem solve for themselves. They engage in activities like baking where they are encouraged to measure the ingredients and to predict what will happen next. Children learn about shapes in a fun way as they cover the different laminated shapes with the play dough.

Children demonstrate a strong impulse to explore and investigate, and show interest in why things happen and work. They competently build three dimensional shapes and objects. For example, models of aeroplanes and spaceships. They build with a range of small and large construction sets. Children have good opportunities to use simple tools and techniques in order for them to understand how items are shaped, assembled and joined. For example, whilst box modelling children cut paper to fit over the holes. Children confidently use the computer to support their learning and demonstrate good skills as they use the mouse and keyboard to go through the programme. They are gaining knowledge of their community and the wider world through the provision of a range of resources and activities. These include visits within the community.

Children move confidently and in safety around the setting. They display a good awareness of personal space for themselves and for others. Children use a range of large and small equipment confidently, with increasing control and coordination. They display increasing skills when using tools in their play, creative and design work. Children demonstrate understanding of good practices with regard to eating and personal hygiene. During the movement session the children are able to move imaginatively and learn about the effects that exercise has on their bodies as they go through the cooling down routine.

Children know their colours and talk about them as they paint. They use their hands to mix the paint and notice the colours as they change. Children have daily opportunities to use different media to stick and create their own ideas from a wide range of materials. The children are enthusiastic and enjoy singing and they can sing songs from memory. Children use their imagination when role-playing in the role play area and imitate adult roles. Children enjoy listening to music and move their bodies in time and can explain how the music makes them feel.

Helping children make a positive contribution

The provision is good.

All children are valued and respected as individuals. They are cared for by staff who work very well with parents to meet individual needs and ensure all children are fully included in the nursery. Children benefit most where there is a trusting and mutually supportive partnership. Children gain a sense of belonging as they join in the group time activities, or find their own pictured coat hook to hang their coat. Their good behaviour is appropriately fostered by the staffs sensitive intervention and positive reinforcement. Children are aware of their own needs and the needs of others. For example, the younger children go to sleep when they are tired and the older children take their snack when they are hungry. The older children are given responsibilities within the nursery to help them understand and be aware of the needs of other children. For example, the pre-school children take it in turns to help with the clearing away of activities and setting the tables for meal times.

Children are being made aware of the wider society through the activities and resources that the staff provide. For example, activities around the many festivals and celebrations, books and posters around the setting, and the dolls and small world play figures that the children use within their imaginative play. Children can easily access these resources and treat them with respect. All children receive a birthday cake on their birthday and are made to feel special. Children with learning difficulties and/or disabilities receive appropriate and sensitive support. Staff work very closely with parents and other agencies to ensure their needs are fully met.

The younger children are beginning to play harmoniously with each other, through the staff's reassurance and encouragement. Older children play cooperatively with their peers. Children receive appropriate support from the staff, for instance, within their play, meeting all personal needs or giving hugs and cuddles to offer reassurance. Children learn to manage their own behaviour through the staff's consistent management. Pre-school children use the visual aid of an egg timer to help with turn taking at the computer. Children's spiritual, moral, social and cultural development is fostered. The children who attend the after school provision have devised their own rules, this ensures they understand what is expected of them and their peers.

The partnership with parents and carers is good. Children benefit very well from the effective information sharing with parents through newsletters, daily chats and the detailed notice boards. Good detailed information around the Foundation Stage is available for parents and

this helps them to be involved in children's learning. All planning is displayed along with the topics. Parents are kept very well informed about their child's progress and achievements through regular parents' evenings and termly reports. The nursery values and actively seeks parent's views and ideas, through questionnaires, the comments book and the suggestion box.

Organisation

The organisation is good.

Children are protected due to the recruitment and vetting procedures being rigorous and they ensure that all staff have been vetted and are safe and suitable to be in contact with them. All children benefit from effective organisation of the setting. It ensures that children's health, safety and well-being are met. They are cared for in a setting where there are suitably qualified staff to meet the needs of all the children. The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting.

Staff are well deployed around the nursery. Appropriate cover arrangements are in place to ensure that suitable and additional staff are employed as required. Records are available and retained for inspection, they are mainly suitably organised and kept in a confidential manner. However, the daily registration system for children is not always effective. This potentially puts children at risk as the times of arrival and departures are not always being recorded immediately. All policies and procedures protect children sufficiently and are effectively implemented to promote all the outcomes for children. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management for nursery education is good. The managers have developed sound aims and values for the provision and both have a clear vision for staff continuing improvements for children's care and education. They are both well aware of the strengths and weaknesses for children's education and what is required for improvement. Excellent training opportunities ensure that children are well-protected and cared for. Staff effectively monitor and evaluate children's learning. The established staff team work very well together and are good role models for children.

Improvements since the last inspection

At the last inspection the nursery agreed to ensure that the staff were effectively deployed to meet the needs of the children. Each area has a deployment sheet with how staff should be deployed within each room. This ensures staff are fully aware of how they support the children and how they meet their individual needs. For nursery education the nursery agreed to provide more opportunities for children to develop their mathematical language for shape and position. Staff promote this through the daily routines and activities that they provide. They also agreed to develop the resources and opportunities for children to freely initiate mark-making. There is a writing area set up within the room and children have free access to resources as they choose. Staff also 'role model' writing for children and encourage them to make their own marks.

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 good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure accident records contain sufficient information to fully protect children
- ensure the daily registration system shows the true time of children's attendance.

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):

- continue with the development of the planning for the outdoor play area to ensure all six areas of learning are covered.

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