

Greenways Nursery School

Inspection report for early years provision

Unique Reference Number	120050
Inspection date	20 March 2008
Inspector	Lynne Elizabeth Lewington

Setting Address	Snoxhall Pavillion, Snoxhall Fields, Knowle Lane, Cranleigh, Surrey, GU6 8JW
Telephone number	07929922415
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Registered person	Karen King
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. 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?

Greenways Nursery School has been registered since 1988. It is situated in the village of Cranleigh, within the grounds of the Snoxhall fields. The nursery is based in a pavilion and comprises of one large room, toilets, kitchen and open access to an outdoor area.

The nursery is registered to care for a maximum of 26 children from two to five years of age. There are currently 32 children on roll; 12 of these receive nursery education funding. The nursery opens Monday to Friday during term times from 09:00 to 12:55. Children attend from a wide catchment area and for a variety of days each week. The nursery supports children who have English as an additional language and children with learning difficulties and/or disabilities.

Six staff work at the nursery, four of whom hold relevant childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff ensure the premises are clean and hygienic and encourage the children to help, enabling the children to develop their awareness of good hygiene routines. Staff talk to the children about good hygiene and encourage the children's independence. For example, children show awareness of the importance of washing their hands after going to the toilet and before preparing their snack. Easy access to tissues enables older children to develop the ability to clean their own noses and dispose of the tissue appropriately. Staff gather information regarding health and dietary needs and ensure that these are met appropriately, promoting the children's good health.

Children learn about healthy eating as they help to prepare the fruit snack each day. Children have access to drinks of water throughout the session to prevent dehydration, and at snack time they have a choice of water or milk to drink. Staff talk to children about the food they eat and encourage them to try new tastes. Lunch boxes are stored appropriately to ensure the food remains fresh.

Children enjoy daily activities in the fresh air; this encourages a sense of well-being, in addition to providing good opportunities for large physical development. They use a wide range of tools and apparatus both indoors and out which encourages their development. For example, they use bikes, balls, paint brushes, pencils, and scissors with increasing skill and dexterity, which is also demonstrated as they enjoy construction toys and threading activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy their play in a naturally light and spacious room with access to outside activities. Toilets, nappy changing and hand washing facilities are basic but accessible and a well equipped kitchen is available for use. The setting is well equipped with a range of good quality toys and resources suitable for the ages and stages of development of the children.

Evacuation procedures are practised each term ensuring staff can evacuate the children safely and quickly if required. Staff are vigilant and generally supervise children effectively. Children show a developing awareness of safety indoors as they carry items carefully and use scissors and tools with care. However, comprehensive risk assessments are not undertaken and consequently potential risks are not managed well. For example, children wander in and out of the playroom to the toilets passing attractive open store rooms; they dig in the planters outside, which contain ivy; and the outside play area is not clearly defined.

Staff demonstrate an awareness of child protection issues and the action they are required to take if they are concerned about a child in their care. This helps to safeguard and promote children's well-being.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are warmly greeted as they arrive, enabling them to feel secure, happy and confident in the setting. They freely choose their activities from the broad range provided for them,

including the opportunity to play outdoors. This routine provides satisfactory opportunities for all children to enjoy and achieve. Currently they function as one large group which at times means that younger and less able children become disinterested. Staff interact with the children listening and encouraging their play and awareness of others appropriately.

Nursery education.

The quality of teaching and learning is good. Staff demonstrate a good understanding and ability to provide and encourage the children in all areas of learning. Plans indicate the children undertake a comprehensive range of activities throughout the session. Adults encourage the children's interest and exploration, encouraging and extending their play appropriately. Development records and scrapbooks indicate the children's progress.

Children freely move around the setting and are allowed to develop their own interests. They enjoy opportunities to look at the world around them. They go on walks in the local community and use the attractive environment available to them. They demonstrate a good awareness of computers and technology as they competently use the computer mouse to undertake activities and participate in imaginary conversations on the telephone.

Children are developing a good awareness of the written word; many recognise their own names, and some recognise other letters and write their own names. They enjoy stories and contribute ideas enthusiastically, using their own knowledge and the pictures in the book to anticipate what might happen. They enjoy action songs and join in enthusiastically. An attractive selection of good quality books are available to the children; however they are not displayed attractively in an environment where children can quietly and comfortably use them.

Many children use mathematical language in their play, recognising position and quantity as they use construction toys, enjoy threading activities and play in the water. Some show an awareness of numerals as they identify them on a fishing game.

Children talk about their families and act out imaginary and real life experiences in their play. This enables them to experiment in their interactions with others and develop their social skills. They enjoy creative activities, using paint and collage materials both independently and with guidance.

Children have good opportunities to develop their personal independence as they take care of their own toilet needs, and put on their own coats and boots with increasing skill. Some children show developing awareness of the needs of others as they undertake tasks together and help with the tidying up activities.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children are made welcome and information is gathered to ensure their individual needs and requirements are understood. Staff appropriately seek advice and support in meeting children's needs effectively. Whilst generally the environment and activities are adapted to meet children's needs and interests, younger and less able children's developmental needs are not always considered sufficiently. For example, they have to sit for a lengthy time to listen to a story in a large group.

Children enjoy opportunities to learn about their local environment and community as they visit local shops. For example, they visit a local shoe shop and have their feet measured, taste

items from the bakers and post a letter at the post office. They learn about a range of traditional and cultural events in their activities.

Staff set a good example for the children using good manners with them and to each other; consequently, the children behave well. They are encouraged to use good manners and show consideration for others in their activities. Most staff praise and encourage the children, meaningfully pointing out to them what they have done well.

Partnership with parents is good. Parents of funded children are informed of progress through reports each term and through a weekly scrapbook which provides information about activities undertaken, progress, achievements and forthcoming activities. This enables parents of pre-school age children to contribute and consolidate their children's learning at home. Parents speak favourably of the scrapbook system and feel they know what their child is learning.

Generally parents feel the staff are approachable and welcoming; however, not all feel they know what their children do in the setting. Insufficient information is available for parents regarding making complaints; details of previous complaints and the details of the regulator are not easily accessible.

Organisation

The organisation is satisfactory.

Leadership and management is good, with regard to nursery education. The setting has experienced many unexpected changes in the last term. The manager has ensured the children experience continuity in how the service is delivered throughout this difficult time, to ensure they continue to learn and feel secure in the environment. She has a clear vision of how the new staff team will contribute to the setting and develop the service offered. She demonstrates a good awareness of the setting's strengths and weaknesses, and has plans for how the latter will be addressed. Relevant advice is sought and implemented from outside agencies to promote children's opportunities and development. This commitment to the children has resulted in the children's continued positive development and achievements.

Staff hold suitable qualifications and appropriate checks are undertaken to ensure they are suitable to work with children. Generally the documentation required is well maintained; however, the complaints policy is not up to date or easily accessed by parents, and details of the regulator are not displayed.

Children appear confident and happy in the setting, where good care is taken to develop their awareness of a healthy lifestyle. Satisfactory care is taken to promote their safety, enable them to enjoy and achieve and make a positive contribution to society. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two recommendations were made: to ensure that a qualified first aider was always present when children are present, and to ensure records of accidents and incidents promoted confidentiality.

Suitable action has been taken to promote the safety of children on the premises. At least one member of staff with a first aid qualification is always present on the premises and confidentiality is promoted in the method used for recording accidents and incidents.

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 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- improve risk assessments for both the indoor and outdoor environment enabling all staff to be aware and manage risks appropriately
- ensure parents have easy access to contact details of the regulator and ensure the complaints policy is up to date
- improve information for parents regarding daily activities particularly for the younger children
- develop the key worker system to ensure all children develop attachments and their individual needs are met.

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):

- improve the book area to encourage childrens use of the good quality books available

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