

Greetland Private Day Nursery LLP

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Greetland Private Day Nursery has been registered since 1999. It operates from a converted Primary school serving the local community in the Greetland area of Halifax.

The nursery consists of three main rooms which are on three levels, with kitchen and staff facilities. There is a separate baby unit and office accommodation. Both buildings have disabled access. Children have access to an outdoor play area.

The nursery is registered to care for 90 children which incorporates provision for children in the later years age group for out of school care; this provision is registered on the voluntary and compulsory part of the childcare register. There are currently 158 children on roll who attend for a variety of sessions and the setting provides support for children with learning difficulties and disabilities. The nursery is open from 07:30 to 18:00 Monday to Friday for 51 weeks of the year.

There are fourteen full time and nine part time members of staff that work with the children. All of the staff hold appropriate childcare qualifications and one member of staff has achieved Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children are happy and settled at the nursery and they benefit from a warm and welcoming environment. Children are making satisfactory progress towards the early learning goals and their welfare is suitably promoted. The provider is generally able to assess the settings strengths and weaknesses and has a positive attitude to improvement. Positive steps are taken to provide an inclusive environment that welcomes children's individuality and supports those with learning difficulties or disabilities.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure observations and assessments are used to identify learning priorities and to plan relevant and motivating experiences for each child
- ensure that all staff extend and develop childrens language and communication in their play
- ensure parents are given information on how to extend their childs learning at home
- develop the range of activites and resources available that promote diversity and differences

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that minimum staffing ratios are maintained at all times

02/10/2008

- ensure that the risk assessment identifies aspects of the environment that need to be checked on a regular basis and that appropriate records are maintained (also applies to the compulsory part of the Childcare Register)

16/10/2008

The leadership and management of the early years provision

Most of the policies and procedures required for the safe and appropriate management of young children are in place and contain all of the required information. Positive steps are taken to safeguard children's welfare and ensure they are cared for by staff that have the appropriate skills and abilities to carry out their role. For example, qualification requirements are met and clear and robust procedures are in place for recruiting and vetting new staff. The staff have also undertaken a thorough induction procedure. In addition practitioners have a clear understanding of their role towards child protection and are able to put relevant procedures into practice in order to ensure children are fully protected. However insufficient consideration is given to assessing risks to children with regard to the physical environment and ensuring minimum staffing ratios are consistently maintained.

The provider has a positive attitude to improvement and plans are in place to enhance the quality of the provision. For example, it is the providers intention to extend the pre-school room in order to provide more space and natural light for the children. In order to improve the qualities of staff interaction with children, practice cards have been devised to provide staff with prompts for conversational tips and of areas of learning a particular activity promotes. The provider has acted upon the recommendations made at the last inspection and improved children's sleeping arrangements and the time available for staff to complete children's development records. Reasonable systems are in place to assess the settings strengths but insufficient attention is given to monitoring staffs' performance in order to identify any weaknesses. Consequently, the providers image of the quality practice in place differs to some of the actual practices carried out. For example, some staff are unsure of effective ways in which to develop children's language and communication in their play.

Partnerships with parents are positive and they are invited to look at their child's developmental record whenever they wish. However, they are not provided with sufficient information of how to extend their child's learning at home. Parents are kept well informed of nursery activities through the provision of a monthly newsletter. In addition they are encouraged to attend parents evenings where they learn more about their child's day and of activities undertaken. The setting is proactive in providing an inclusive environment and works closely with parents and external agencies to ensure children receive the support they need.

The quality and standards of the early years provision

Children are making satisfactory progress in all areas of learning and development. They are all happy and settled in the nursery. The environment is well set out in clearly defined areas and children have plenty of space to move about freely. Children are able to self-select from a satisfactory range of toys and resources. However, there are a limited range of activities and resources available that promote children's understanding of diversity. Children's health is well promoted through regular access to outdoor play, healthy eating activities and the pre-school children have grown their own vegetables. Planning and assessment systems are in place but the quality of these vary from room to room. Staff do not always use observations and assessment to identify learning priorities and plan relevant and motivating play experiences. This reflects in some of the children's play and there are periods when some children wander around without purpose.

Interaction between the staff and children also varies. Young babies have lots of cuddles, good eye contact and the staff sit on the floor laughing and talking to them. They provide good, tactile play experiences and babies enjoy splashing in water and playing with paint. Staff in the pre-school room also spend time talking to the children, supporting them and they provide a good balance of adult led and child initiated activities. The children communicate well and are clear about expressing their needs. For example, a child playing in the clay tells a member of staff that she is 'getting in a muddle with this and need some help'. However, some staff in other areas of the nursery are unsure of how to extend and develop children's language skills.

Children are learning to keep themselves safe and understand basic rules. During imaginative play a child remarks that 'this is very, very hot so I'll get some oven gloves'. Their self-esteem is promoted when they are asked to do small tasks, such as setting the table for lunch, as a reward for good behaviour. Children respect each others needs and understand rules about quiet times after lunch for those who want to rest or sleep in a darkened area of the play room.

The children are confident in the setting and are learning independence and social skills. They are able to carry out self care tasks such as blowing their noses and disposing of tissues safely and putting on their coats for outdoor play. They are learning about the world around them and the community they live in. They recognise the change in seasons and know that they need their gloves because it is a cold day. Staff encourage them to recognise this and the children talk about how hot it was on holiday just a short time ago. Children have good levels of concentration and spend time investigating glue and scraps of fabric for collage, freely expressing themselves with no expectation of an end product.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 16/10/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.