

Greenlands Day Nursery

Inspection report for early years provision

Unique reference number	EY377790
Inspection date	06/04/2009
Inspector	Hazel Christine White

Setting address	146 Hinckley Road, Barwell, LEICESTER, LE9 8DN
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Type of setting	Childcare on non-domestic premises
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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

Greenlands Day Nursery opened in 2008. The setting is privately owned and managed. It is situated in the village of Barwell in Leicestershire. Two local out-of-school clubs are run by the same provider. The nursery operates from a self-contained ground floor unit attached to domestic premises. The premises are easily accessible. Children are based in two ground floor rooms, with access to an additional play room and cloakroom facilities. The nursery serves the local and surrounding areas. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently nine children on roll, all of whom are within the early years age range. The group opens five days a week all year round. Sessions are from 7:30 until 18:00. Children are able to attend for a variety of sessions.

The setting employs three members of child care staff. All hold appropriate early years qualifications. The manager is currently working towards Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children enjoy a wide variety of activities and challenging experiences which effectively meets their needs and helps them to make good progress. Staff recognise and value the uniqueness of each child and they ensure children's individual needs are met through effective communication with parents and carers. The setting is safe and secure, and the environment promotes children's welfare well. Effective monitoring and evaluation of the provision enables the staff team to identify areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to create a more stimulating environment to further encourage children's interest and curiosity
- increase children's experiences in using ICT equipment and programmable toys.

The leadership and management of the early years provision

Clear policies and procedures underpin the good practice at the nursery and these are implemented effectively by all staff and shared with parents. Staff demonstrate a good knowledge and understanding of safeguarding children and are proactive in helping children to understand how to keep themselves safe. They have attended

child protection courses and are clear of referral procedures. Risk assessments are completed and well-maintained to ensure the environment remains safe for children.

The nursery is competently led and effectively managed. A detailed self-evaluation document has been introduced and this is used as a working document to identify strengths and areas for improvement. An effective recruitment and induction programme together with comprehensive vetting procedures ensure that all adults working with the children are suitable to do so. On-going suitability of staff is monitored through an appraisal system, whilst regular staff meetings are held to ensure staff have ongoing opportunities to discuss their practice, views and ideas. The staff work effectively as a team, they are enthusiastic, dedicated to their work and are deployed appropriately. Children benefit greatly from the high levels of staffing in the group and because all staff are qualified and experienced. Managers and staff have a secure knowledge of the Early Years Foundation Stage (EYFS) and are fully committed to ensuring that children's individual care and learning needs are supported.

The nursery works well in partnership with parents and carers to make sure that children's individual needs are fully met. Clear information is gathered from parents about their child before they start so that individual interests and needs are known. This means that children settle readily and feel secure. Written information and verbal feedback ensure parents are informed of their child's progress. Parents speak highly of the nursery, and the staff who ensure their child receives a good quality early years experience. Staff have a positive attitude to liaising with other providers delivering the EYFS and are developing links with other local provisions.

The quality and standards of the early years provision

Staff have a good knowledge and understanding of how children learn from first-hand experiences. Their interaction and guidance enables children to make good progress and develop positive attitudes to learning. Staff use questioning effectively to support and extend children's learning in a balance of adult-led and child-initiated activities. Planning is based on children's interests and abilities, which ensures that every child is challenged and enjoys taking part. Children move freely between areas and regularly go outside to play. However, although there are plans to develop the outdoor area, it is not yet organised effectively to fully encourage children's interest and curiosity. Staff record each child's achievements and include photographs, examples of their work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development.

Children are relaxed and confident in the nurturing care of staff and as a result they are developing good self-esteem. The key person system works well in practice. New children are comforted and re-assured. They follow their home routines and this helps them to settle quickly and feel secure. Children with learning difficulties and/or disabilities are warmly welcomed and play is adapted as required to ensure that they can fully participate at their own pace. Staff actively work with parents, carers and other agencies to support the children's needs and

this ensures that they reach their full potential. Children begin to know about their own cultures and those of others. Resources positively reflect images of people in society and a range of special events and festivals are celebrated. Children learn that they can communicate in more than one language and are currently learning simple Italian words. For example, counting how many bricks they use to build a tower and repeating names of family members and every day objects.

Children engage in role play and 'act out' situations they see at home, such as bathing the babies and making dinner. They explore their creativity in a good range of art and craft activities, freely producing drawings and pictures to represent their ideas and these are displayed for others to admire and enjoy. The nature table enhances children's knowledge of the natural world and living things. They are fascinated by the changes to the tadpoles they collected from the pond and check on the potatoes that they are going to plant to see if they have started to sprout. Babies examine and explore toys which make sounds, however, resources with help children to find out how things work and gain a knowledge of information technology are limited which means that they do not fully extend their learning in this area.

Children's behaviour is good because staff set clear boundaries and have high expectations. They use positive language to reinforce the rules and as a result, children work harmoniously together and are learning to share and take turns. Children participate in physical activity, both indoors and outside. They ride wheeled toys, throw and catch balls and move and dance to action songs. Children enjoy healthy meals snacks which are freshly prepared on the premises. Clear information is gathered about children's dietary requirements and this ensures they can eat safely. Staff have a good understanding of creating a safe environment. Children take part in regular fire drills and are gently reminded about safety issues whilst playing. For example, children are aware of not bumping into each other whilst steering their bikes around the play area and learn to be careful of crawling babies. Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross infection and by following sound procedures when children are ill.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.