

Green Lane Nursery and Childcare Centre

Inspection report for early years provision

Unique reference number	EY252401
Inspection date	03/06/2009
Inspector	Andrew Clark
Setting address	Green Lane, Barnard Castle, DL12 8LG
Telephone number	01833 638581
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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 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

Green Lane Nursery and Childcare Centre is a privately run nursery and before and after school club. It opened in 2003. It operates from four rooms in the grounds of Green Lane Primary School in Barnard Castle. A maximum of 91 children may attend at any one time, of which no more than 23 may be aged under three and no more than 12 may be under two. There are currently 170 children on roll, including 88 aged five and under and 21 under two. The setting is open Monday to Friday, from 07.30 to 18.00, for 50 weeks of the year. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 16 staff working with the children. The manager holds qualifications at level 3 and the rest of the staff are qualified to at least level 3. The setting is supported by the Pre-school Learning Alliance and has completed their quality assurance scheme.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children feel safe and well cared for and grow in confidence and inquisitiveness. It is an inclusive setting and the needs of all children, including those with learning difficulties and/or disabilities, are met well through a wide range of challenging activities to promote all areas of learning. The learning and development in the after school provision is less well developed. Staff are committed and enthusiastic. They take good advantage of training opportunities and, as a result, the setting is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- improve the use of assessment procedures in the before and after school club to guide the next steps of children's learning
- improve self-evaluation of the quality of provision to bring about further improvement.

The leadership and management of the early years provision

The setting is led and managed well by enthusiastic and experienced staff. There are well established and up-to-date policies to promote good standards in all aspects of the nursery's work. These contribute to the good improvement made since the last inspection, particularly in the development of safeguarding and assessment procedures. Self-evaluation is good because it reflects the views of staff, parents and children. However, regular first hand monitoring of staff's interaction with children is under developed and this limits the promotion of the highest standards of learning and development. Regular and robust risk assessments are made so that children play and learn in a safe and exciting environment. Procedures to ensure all staff and others who provide support in the

setting are suitable people to work with children are appropriate and meet current requirements.

There is good liaison with parents stemming from well planned induction processes. Parents appreciate the warm welcome their children receive and the wide range of useful and regular information on their progress. The staff take great care to ensure they accommodate the parents' wishes with regard to feeding and sleeping routines for children under two and this ensures they settle well. Good links with the host school and specialist staff contribute to the good progress made by children of all abilities, particularly those with learning difficulties and/or disabilities.

The quality and standards of the early years provision

Children enjoy themselves from the start of the day because they enter a bright and cheerful room with plenty to do. The baby unit for children under two has been planned in consultation with parents and provides comfort and stimulation in equal measure. It is especially well organised to help children develop independence and self-awareness. Older children make decisions and become increasingly self-confident through selecting their own activity and quickly settling to it. Staff ensure a good balance between activities children choose for themselves and others they are guided towards. Children are busy and persist for long periods. Daily routines, such as sequencing the days of the week and completing a weather chart, encourage good learning attitudes and broaden their knowledge.

Children behave very well because all staff provide a positive consistent approach and are sensitive to children's emotional needs. They know the children well through the detailed observations made and the regular discussions and open evenings with parents. However, assessment and observation procedures are less well established in the breakfast and after school provision and currently have a limited impact on planning for children's next steps of learning.

An outstanding strength of the setting is the promotion of children's positive contribution to the world around them. They often participate in charity events. Attractive posters and toys portray positive images of the cultural and social diversity of children in the modern world. Exciting visits from the local community, such as police, nursing and fire services, help children understand and contribute to the world around them. Children learn about other faiths and cultures through celebrations such as Easter, Eid and Christmas.

Children develop curiosity and a desire to investigate because of the exciting themes, such as the planting and growing topic. They plant their own seeds and use magnifying glasses to observe their growth. The youngest children enjoy learning about their world through the tactile sensory area. There are many opportunities for children, two and over, to develop and practise their early writing and numeracy skills. They develop good skills in using modern technology. In particular, they frequently take digital photographs of all their activities and enjoy seeing them in print. Children's creative skills are well developed and they love

singing a good range of action and counting songs. Children take a pride in their achievements and eagerly share the day's efforts with parents. They have a good knowledge of how to keep safe because of well planned role play activities and special topics.

The children have a good understanding of the importance of hygiene and wash their hands before eating. There is a good emphasis on eating healthily and children have made colourful collages based on vegetables and fruits. They eat healthy snacks and have regular access to water. Children have regularly access to outdoor play where they experience a wide range of physical activities as well as other areas of learning, such as role play.

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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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

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