

# The Green Day Nursery

Inspection report for early years provision

---

**Unique reference number** 253787  
**Inspection date** 17/11/2009  
**Inspector** Rebecca Johnson

**Setting address** The Green Nursery Ltd, Waugh Drive, Halesowen, West Midlands, B63 1EN

**Telephone number** 0121 585 0397

**Email**

**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Green Day Nursery opened in 1993. It operates from a single storey building in the Hayley Green area of Halesowen. Children share access to a secure enclosed outdoor play area. The nursery serves the local area and towns.

The setting is registered to care for 52 children under five years. There are currently 51 children in the early years age group on roll. The group opens five days a week all year round. Sessions are from 7:30am until 6:00pm. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting employs 17 members of staff all of whom hold early years qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting works in partnership with outside agencies and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Practitioners work very well together to create a safe, child-centred environment for the children. Children experience a range of activities which meet their interests and developmental needs. The setting is wholly inclusive and the uniqueness of each child is recognised and met. Practitioners are fostering extremely good partnerships with parents and outside agencies. There are excellent systems in place to monitor and evaluate the practice within the nursery to ensure continuous improvement is sustained.

## **What steps need to be taken to improve provision further?**

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding policies and procedures are in place and practised effectively to ensure that children are well protected. Practitioners are diligent in child protection matters and understand their role in protecting the children in their care. Procedures for vetting and assessing the suitability of staff are stringently implemented. Risk assessments are in-depth and cover all areas to ensure that children are able to move freely and safely both within the setting and outdoors.

The premises are secure and additional security procedures have been implemented to further ensure children's safety at all times. In-depth documentation enhances the setting's good practice and ensures the safe and efficient management of the provision.

Practitioners are highly motivated and passionate about the service they provide. They are well qualified and there are very good systems in place to support professional development. All practitioners regularly attend additional training to further their knowledge and expertise. The management team are totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. Practitioners are effectively deployed to ensure that children are well supervised and supported at all times. Resources are well maintained and stored to enable children to safely and independently select activities for themselves. Equality and diversity is promoted well within the setting to help children to develop an awareness of the society they live in. A wide variety of resources and activities meet the needs of all children and enable them to learn and develop respect for themselves and each other.

Extremely effective partnerships with parents and other practitioners support children's care and learning very well. Practitioners accumulate information relating to children's needs, daily routines and personal preferences before they start at the setting. This helps children to settle well, promotes continuity between home and nursery environments and ensures that children experience consistent care that is appropriate to their personal needs. Parents are welcomed into the setting and their suggestions and comments are acted upon. They are informed of planned activities and events through regular newsletters and notice boards which display a range of additional information such as helping children to prepare for a new baby, healthy drinks and bedtime routines. Workshops for parents ensure that they are fully involved in their children's learning as they experience the activities that children enjoy. They are invited to contribute to children's learning journeys and share their expertise within the setting. Parents are happy with the care their children receive and say that they find staff approachable. The setting works closely in partnerships with other agencies to ensure children are fully supported and their individual needs met.

## **The quality and standards of the early years provision and outcomes for children**

The nursery is totally child-orientated and practitioners strive to ensure that children have fun and enjoy all aspects of their time in nursery. Children are confident, happy and well settled in the setting. They are highly motivated and rush excitedly to join in with both new and favourite activities, such as, pretending to go on a bear hunt in the long grass, making weather sounds with musical instruments and exploring textures as they mix paints. Children interact positively both with adults and their peers and actively seek them out to participate in activities. They are proud of their achievements and thoroughly enjoy looking at their learning journeys and talking about the activities portrayed in photographs.

Babies and younger children delight in heuristic play and enjoy discovering new textures such as pine cones, sand and textured paint. Older children competently use real utensils in the role play area as they make pretend soups and stews from real vegetables. Children thoroughly enjoy listening to stories which staff read with intonation and expression and they often find their favourite books to look at and share with their friends. Older children recognise their names and select from a range of mark making materials such as chinks and pencils to begin to form recognisable letters. Some children know which letter their name begins with and the sounds of other letters in their names. They are able to use mathematical language in play situations as they build tall and short towers with nuts and bolts copying pictures such as the leaning tower of Pisa.

The rooms are laid out to develop children's independent skills as they are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. They are supported in these choices by competent and knowledgeable staff who have developed a good balance between child-initiated and adult-led activities. Planning is in place and covers all areas of learning and both spontaneous and planned observations are carried out. However, observations do not always clearly show differentiation or children's next steps and are not always used fully to inform planning and thus ensure that children make progress in all areas of learning at a pace suitable to their individual needs. The outside area is used as an extension of indoors. Older children are able to access it freely and all children experience outdoor play daily. Here they enjoy a range of activities such as bikes, stilts, hoops and rockers to develop their physical well-being. Children thoroughly enjoy putting on Wellington boots and stamping and splashing in the puddles as they squeal with laughter.

Children's behaviour is managed well through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends and to be polite and kind to each other. The setting is wholly inclusive. All children are welcomed into the setting and activities are totally accessible to all. In-put from outside agencies such as speech and language therapists guarantees that children with specific needs are fully supported.

Children understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. They are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables and children's dietary requirements are recognised and met appropriately. Mealtimes are social occasions with children and practitioners sitting together happily chatting about the day. Children are beginning to understand about staying safe as they practise evacuation procedures and learn about stranger danger and how to cross the road safely. They are helped by supportive and caring staff to feel secure and safe in their environment.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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](http://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

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