

Greenway Nursery School

Inspection report for early years provision

Unique reference number	EY259189
Inspection date	12/11/2009
Inspector	Lesley Handford
Setting address	Greenway Junior School, Greenway, Horsham, West Sussex, RH12 2JS
Telephone number	07765447546
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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 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.

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Description of the setting

Greenway Nursery School opened in 2003. It operates from two large rooms in a single storey building, located on the site of Greenway Junior School in Horsham. The nursery serves the local area and children are also accepted from surrounding areas. There are currently 47 children from two to five years on roll. This includes 20 funded three-year-olds and five funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The group opens Monday to Friday during school term times. Sessions are from 8:30am until 4:30pm. There are eight full time and part time staff who work with the children. Over half the staff have early years qualifications to NVQ level 3. The manager has NVQ level 3 and one member of staff is currently working towards level 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a wide variety of learning opportunities, which ensures that children are motivated and engaged in their learning. Links with support services and the commitment to involving parents and carers in the education of their children are a key strength in the setting. Procedures for ensuring the health and safety of the children are good. The setting is able to meet the needs of all pupils and give particular support to those who speak English as a second language.

What steps need to be taken to improve provision further?

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

- improve self-evaluation to help inform the staff about future developments and priorities.
- improve adults questioning skills to provide greater challenge to the children.

The effectiveness of leadership and management of the early years provision

Children are safe and well protected through the effective safeguarding policies. The setting ensures that all staff are appropriately vetted and have the relevant qualifications. Thorough risk assessments are carried out daily both within and outside the classroom.

The setting has high regard for parents and carers and values their contribution to their children's education. Parents feel they are kept well informed about their child's progress and about the activities or projects in which the children are involved. Where there is a need for extra support staff know who to contact. The provider and manager are highly motivated and enthusiastic to make

improvements where necessary. However, there is not a robust system of self evaluation to identify key areas for improvement. This is in the process of being addressed by the manager.

Through the good leadership and management and the development of a systematic record system, areas from the last inspection have been addressed and consequently staff use the information gained from assessment to help children move on to the next stage of their learning.

Resources, both human and material, are effectively managed. There is a high staff pupil ratio which supports children's learning. Recent high quality improvements to the outside area have enabled children to engage in a greater number of activities. The setting promotes inclusive practice, ensuring that all children have their welfare and educational needs met.

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

The quality of education is good. Children make good progress in all areas of learning and development because the manager and staff have a thorough understanding of the Early Learning Goals. Clear planning based on children's interests ensures that children's individual needs are met. Resources are organised so that they are easily accessible to the children which enhances the development of independent skills. Children show confidence when choosing their activity. Staff write comprehensive notes on their observations of the children which helps to inform future planning. The setting ensures the involvement of parents and carers by consulting them about activities and topics.

Children clearly enjoy their experiences. They are highly motivated and confident in talking about their activities. Through the provision of fruit and drink children are beginning to learn about healthy lifestyles. Children know the importance of cleanliness and of washing their hands before eating and after using the toilet. Relationships between the staff and children are positive because staff have a thorough understanding of individual needs.

Secure systems are in place to ensure the safety of the children. Fire drills take place regularly and risk assessments take place daily.

There are many opportunities for children to choose whether to work together or independently. They show good skills of cooperation when tidying up, playing in the home area, building with bricks and sharing books.

A well established maths area provides opportunities for children to develop early numerical and problem solving skills. The well resourced book corner encourages their reading ability. They are also learning ICT skills through access to a computer.

Staff encourage the development of children's thinking skills through questioning, but on occasions opportunities are missed and questioning lacks challenge.

Parents are enthusiastic about the setting: one parent said her son's 'speech has really come on and so has his confidence'. Others talked about being well informed and their children being happy.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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