

Green Nursery School

Inspection report for early years provision

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EY396010

Inspection date

08/02/2010

Inspector

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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

Green Nursery School opened in 2009. It operates from part of a purpose-built building, previously owned by the local authority, which is shared with a youth club, both of which are operated by the Green Academy Trust. The setting is based in Radford, Nottingham. All rooms are on the ground floor and there are no steps or ramps to access the premises. Children have access to an enclosed outdoor play area. The nursery serves families from the local and surrounding areas.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register, to care for 40 children from two to eight years and there are currently 12 children in the early years age range on roll. The setting does share and seek limited information in partnership with other Early Years Foundation Stage (EYFS) settings the children attend. The setting currently supports children who speak English as an additional language.

The nursery opens five days a week, including half-term weeks during the main school terms. It is closed in summer holidays, at Christmas and for one week at Easter. Sessions are from 8.30am until 3.30pm. The setting employs three full-time staff and one part-time member of staff who work with the children. All of the staff hold appropriate early years or degree status qualifications. One is undertaking Early Years Professional Status. The nursery is operated by the qualified manager and staff. The setting receives support from a member of staff from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A welcoming indoor environment is created to ensure children are happy in the nursery. Children engage in a range of well-presented activities and make progress in their learning and development although processes have yet to be consolidated. The inclusion of all children is successfully promoted and positive relationships are formed between staff and parents. An informal development plan to update documents and ensure the outdoor play area is refurbished to safeguard the children is not fully effective.

What steps need to be taken to improve provision further?

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

- ensure staff are robust in monitoring and removing potential hazards to children with particular regard to items in the rear outdoor play area
- consolidate the planning, observation and assessment systems to ensure the next steps of progress are planned for each area of learning on a regular basis and relevant information is shared with parents and other EYFS settings the children attend

- maintain more effectively the records, policies and procedures which are required for the safe and efficient management of the setting to ensure they contain reference to current EYFS legislation.

The effectiveness of leadership and management of the early years provision

The staff have created a bright, light, spotlessly clean and stimulating environment in the large playroom currently used. Numbers of children attending are slowly increasing and there is potential to utilise other rooms or areas on the premises. The staff have a development plan with targets regarding marketing and the promotion of the high standards they have set themselves to ensure legal requirements and children's needs are met. Records are maintained to ensure all persons have relevant suitability checks to assist in safeguarding the children. Child protection procedures are shared in the comprehensive staff induction and staff have recently attended training to increase their knowledge. Staff are effectively and efficiently deployed. The supernumerary manager is available to cover absences to ensure ratios. Staff have a commitment to increasing knowledge and qualification status which supports the children's learning experiences.

Risk assessments have been written and are checked and dated daily which ensures the indoor premises are safe. They are clean and decorated with children's craft work. Evacuation of the premises for fire safety is practised and recorded. Risk assessments have been considered for some outings, such as going on a walk to post letters as part of the 'post office' theme, but the weather has been deemed to hazardous recently. Outdoor risk assessments are inconsistently followed. Potentially hazardous items, such as gates being left open or gardening equipment belonging to other users of the building, are accessible to the children if they do not follow the rules set by staff to stay in designated areas when playing. However, the few children attending at present are well-behaved and eager to involve staff in their play in the area immediately adjacent to the play-room door. Additional fencing is in the process of being erected to prevent children's access to the boundary plants and ditch. Clear hygiene and cleaning procedures are followed by staff to prevent cross-infection. Children are encouraged to develop good hygiene practices. The recording of accidents both on and off the premises assists in safeguarding children and ensures appropriate treatment given. Staff hold current first aid and food hygiene certificates which contributes to promoting the welfare of the children. Healthy snacks are provided and children bring their own packed lunches or food which can be heated to be eaten mid-day.

Copies of the prospectus, policies and procedures are available to parents. However, they do not all contain reference to the EYFS welfare requirements and give ambiguous information to the parents. Information about their child is provided by parents on admittance. Inclusion of all children is given priority and staff are aware where to seek advice and support from other professionals when necessary, for example, to assist with speech or language delay. The staff speak a variety of languages which assist with children's care and individual needs, as they speak both English and a range of second languages. Effective partnerships are formed with parents through consistent discussions and daily diary sheets about

their child's day. Parents are aware their child's development records can be read and discussed at any time.

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

The staff support children's progress through a range of activities and understand what children learn from activities. They have devised systems to plan, observe and assess development. These are under constant review and staff have already learnt planning themes for weeks in advance is not working. The children are slowly becoming involved in topics such as 'people who help us' and are enjoying learning about the postal service as different aspects are added to the role play area each week. Observations are generally used to plan future activities and ensure children progress. However, documents are not fully completed to ensure progress is made in each area of learning and individual next steps to progress noted on a regular basis. Children's individual abilities are extended and the folders shared with parents contain a range of craft samples and observations. The setting have recently been made aware there are local authority documents they are to complete which can be shared with other settings the children attend or will do so in future. The sharing of information is currently minimal and does not ensure consistent targets for those children who also attend state run early years settings.

The children are encouraged to behave in ways that are safe for themselves and others. Children develop a positive awareness of themselves and their needs. They follow routines which include prayer and snack times. They enjoy fruit and vegetable sticks and make choices whether to have milk or juice at snack times. The children have access to fresh air each day and healthy lifestyles are promoted. Children's awareness of others is enhanced as the setting successfully promote equality of opportunity and religious, cultural and family background differences. Resources, including staff, celebrations and craft activities promote positive images of diversity in society. The children respond to the consistent praise and encouragement of the staff, whom they call 'Auntie', and quickly learn to respond in English or other languages. Older children engage in worthwhile conversations, for example, as they create craft work or play with the water and a variety of ducks and other floating objects.

They are inquisitive and enjoy using the sand to create shapes and laugh out loud with joy as they make a complete 'sand-pie' when lifting the bucket off the sand. Children have access to a wide variety of books, including those which promote their own religion and festivals. Access to a computer ensures children develop an awareness of technology. They enjoy mark-making not only on paper but in the snow or sand as they develop skills for their future. Problem-solving and other mathematical skills are promoted as the staff use relevant language as the children play with puzzles or find the numerals on the 'post office' till or other battery operated resources in the role play area. A wide range of craft resources are available. Displays and photographs show children engage in a variety of activities, some of which are spontaneous such as playing out doors to experience the texture of fresh snow and ice and to build 'snowmen'. Children eagerly play in the 'igloo tent' and have a good awareness of nature and creatures who live in snowy

conditions, which are included in an extensive display. They learn to climb and slide on the equipment outdoors and share the range of wheeled toys and develop further mobility skills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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