

# The Greenery Nursery School

Inspection report for early years provision

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**Inspection date** 30/04/2010  
**Inspector** Judith Reed

**Setting address** Paterson Centre, Church Road, Swanmore, Southampton,  
Hampshire, SO32 2PA  
**Telephone number** 07980 261717  
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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*.

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## Description of the setting

The Greenery Nursery School opened in 1997 and is privately owned. It operates from the Paterson Centre in the village of Swanmore, Hampshire. The group has the use of two rooms and is registered for children aged between 18 months and five years. Children under two years meet as a separate, pre-nursery group in the smaller room on a Tuesday and Thursday.

The nursery is registered on the Early Years Register. A maximum of 38 children may attend the nursery at any one time. There are currently 44 children from 18 months to five years on roll. Children come from the village and surrounding area and attend for a variety of sessions. The nursery opens five days a week during school term times. Sessions are from 9.00am until 12 noon Monday to Friday and on a Monday and Wednesday the session is extended to enable the children to bring their lunch and stay until 3.00pm. The nursery is able to use the adjoining vicarage garden for outdoor play.

The owner and six staff work with the children. The owner has achieved Early Years Professional Status and four members of staff have suitable childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development is good. Staff know the children well and are aware of their individual needs. The owner strives for ongoing development of the provision through staff training; however, self-evaluation of the provision is poor as important weaknesses are missed and children are not fully safeguarded. Equality and diversity is suitably promoted through books, toys and displays.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that adults having unsupervised access to children are suitable (Suitability of adults) 01/06/2010
- ensure all risks in the garden are identified and take steps to prevent intruders entering the area (Safeguarding and welfare). 01/06/2010

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

- continue to improve children's development and assessment records
- ensure all visitors are recorded and their times of arrival and departure are included.

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

A safeguarding policy is in place and the owner ensures parents are aware of this procedure. All staff have an awareness of the procedures to follow if they have any concerns. However, arrangements for safeguarding children are not robust and procedures are not in place to ensure their safety at all times. The owner has not ensured that the required suitability checks are in place for all staff. Adults who are not appropriately checked are left in charge of small groups of children. Risk assessments are carried out around the nursery and for the outside play areas; however, all risks are not included and therefore children are not fully safeguarded. A visitors' record is in place, but it is not always completed by all persons entering the nursery. Toys and resources are set out around the rooms. Children make choices from a wide selection of activities and toys. Equality and diversity are promoted through books and picture displays. The owner states that more toys which reflect diversity are in the store room, but they are not available to the children at all times. Parents are invited into the nursery to share their festivals and talk about their jobs.

The owner states that self-evaluation of the nursery is carried out; however, the weaknesses have not been addressed following the evaluation. The owner does not ensure children are fully safeguarded at all times by ensuring that all staff's checks are in place. The owner and staff have not acted on all the recommendations from the previous inspection; therefore some outcomes for children have not improved. The recording of observations and record keeping for the children have recently been changed following an evaluation of the previous methods of recording. Staff are building records of children's learning and development. The owner encourages staff to attend training courses to develop their skills and knowledge. She carries out appraisals and encourages the ongoing development of the staff team.

Staff have good relationships with parents and share information about the children. Parents are aware of their child's key worker and feel that communication is effective. They receive regular letters from the nursery. Parents are involved in their children's development and learning through invitations to come and play in the session. They are asked for contributions to show and tell, or the interest table. Parents have seen their child's records and are happy with the links with nursery. They attend regular coffee mornings and chat to the owner about their child. The nursery is part of the local cluster group and staff find this valuable. They meet regularly with other early years providers in the area to share ideas and expertise. The nursery owner has a positive relationship with the local schools and ensures information is provided to help ease children's transition to school.

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

Children thrive and are relaxed in the group because staff know them well. Children make good progress in their learning and development. They choose their own activities and move around the rooms and outside play area. Children are well occupied. The owner makes the plans and she talks to the children about their interests and ideas. Planning is linked to children's developmental needs; however, children are not targeted and their individual next steps for development are not always clear. All staff are key workers and they make incidental notes of children's learning to be included in their learning journey records. Some staff use photographs to record activities and these are also included in the learning journey records. The method of recording children's development has recently been updated, although not all records are currently up to date. Staff share the information about children's learning and development with their parents during regular meetings.

Children's communication skills are well supported as staff help children to find their name card as they enter each session, and to place it onto a white board. Children also answer the statement on the board when placing their name card. The statement on the board is 'I am small or big'. Children gather on the carpet in small groups and look at books or talk together. Some children begin singing songs together as shown in their book. Children sing 'Baa-baa black sheep' and 'The wheels on the bus'. A member of staff welcomes the children into the nursery as a group and they sing another song together. As a large group children join in a letter recognition game and talk about the date and the weather. These activities support their skills in communication, language and literacy and help to build their confidence. The member of staff writes the numbers and letters on a white board and children are invited to name the letter 'y'. They are then asked about words beginning with this letter sound and children know that 'yellow', 'yo-yo' and 'yes' begin with this sound. Some of the activities are introduced to the children to enable them to make choices. Children's ability to apply skills in communication, literacy, numeracy and ICT means that they are well prepared for transition from the nursery to school.

Children's knowledge and understanding of the world is supported as they walk across the graveyard to access the vicarage garden, where they have outside physical play. They observe wild flowers and trees growing and changing over the seasons. The graveyard and the vicarage garden are not fully risk assessed and also children are not safe as intruders may enter the garden. Staff encourage children to divide into smaller groups and take some children to learn about planting and digging in another part of the garden. Children relish the opportunity to run up and down the garden and clamber all over the climbing frame. Children also balance on plastic balancing steps with support from the staff. Children's creativity is developed through a range of activities. Some children enjoy the opportunity to practise drawing and writing with pencils, pens and felt tips. Others use paints or chinks to create pictures. They proudly show the staff their art work and receive praise. Children delight in making prints with Wellington boots. The staff place boots in trays of paint and the children press them onto large paper

sheets to make patterns.

Children have a positive attitude towards learning and participation through making free choices from the range of activities. Children are encouraged to share the equipment and play together in small groups. For example, when one child wants a turn on a tricycle, staff suggest they take a clip board and ask the riders their names and how fast they were going, and write it down while they wait. The children play for some time, as a group, with some on the tricycles and scooters and others using the clip board and making notes. Children also learn about keeping safe when crossing the road through creating their own zebra crossing and using it along with the wheeled toys. Children are encouraged to have good manners and to help one another. They all join in helping to tidy away the equipment when classical music is played. Staff have high expectations of children's behaviour. However, children's safety is not being assured as the required checks on some staff are not in place. Appropriate hygiene procedures are followed when nappies are changed. Most children manage their own personal needs. They are reminded to wash their hands after using the toilet and before having a snack. Children collect their drink of water or milk from a table and sit on the carpet, or bring up a chair to sit on. They also collect their individual pieces of fruit to consume while sitting on the floor or in chairs. Children are able to choose when they have their snack according to when they are hungry or thirsty. All necessary paperwork is in place to ensure children's health and safety regarding accidents and emergencies.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
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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