

Greengate House Nursery

Inspection report for early years provision

Unique reference number	302035
Inspection date	24/06/2010
Inspector	Jane Elizabeth O'Callaghan

Setting address	188 New Line, Bradford, West Yorkshire, BD10 0BX
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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

Greengate House Nursery opened in 1996. It operates from a converted business dwelling set back off the road on the outskirts of Bradford. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year and is closed on bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children. There are currently 74 children on roll, all of whom are in the early years age range. Children attend from surrounding areas. The nursery supports children with special educational needs and those with English as an additional language.

The nursery employs 21 members of staff, all of whom, including the owners, hold appropriate early years qualifications. Several staff members are working towards further qualifications and degrees. The nursery receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a safe and secure environment in which they are highly valued as individuals. The nursery is fully inclusive and all children are very well supported to achieve the best of their abilities. Children are making excellent progress through the Early Years Foundation Stage as their learning is planned and monitored on an individual basis, and each child's individual interests are provided for well. Children are consistently engaged and their individual needs are met to a considerably high standard, which is due to the staff's enthusiasm and commitment to provide an exceptional learning environment. Staff are extremely well supported, motivated and inspired by the experienced and skilled management team. The managers value the importance of continuous development and the evaluation of the provision is an accurate reflection of the strengths and areas for development. Staff are proactive in implementing improvements with ambitious vision for the future to further promote outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to complete starting points in all children's profiles.

The effectiveness of leadership and management of the early years provision

Extremely effective leadership and management in the nursery result in a well-skilled and confident staff team that implements the requirements of the Early Years Foundation Stage very well. This is demonstrated in their excellent safeguarding practice and the rigorous routines and procedures carried out that protect children from harm. Employment procedures are robust and ensure all staff working with children are suitable to do so, and appropriate measures are taken to ensure ongoing staff suitability. All visitors to the nursery are asked for appropriate identification and their presence is recorded. Staff have an excellent awareness of issues that may give rise to concerns regarding abuse or neglect, and they have a very good understanding of Local Safeguarding Children Board procedures for the protection of children. This is because all staff undertake safeguarding training, which ensures they are very confident in implementing the nursery's own procedures in order to protect children in their care. Comprehensive risk assessments of the premises and for outings are completed to effectively identify and address potential risks, ensuring that all areas, equipment and resources used by children are safe, which further promotes children's safety. The security of the premises is excellent and procedures for arrival and departure ensure children are handed over safely to a known adult.

The nursery promotes excellent relationships with parents which help to ensure children are cared for according to their individual needs. Parents are provided with useful in-depth information about the nursery, which is updated through newsletters and a very informative parents' noticeboard. Parents are very happy with the care and support their children receive. The staff's open and friendly approach ensures a consistent and continual two-way sharing of information. This enables parents to be actively involved in their children's welfare and development, contributing their thoughts and ideas about their interests and what they can do at home. Good systems are in place for sharing information and working alongside other professionals delivering the Early Years Foundation Stage to ensure children make best possible progress. However, information gained is not always used effectively to help identify children's starting points.

The managers and staff work exceptionally well as a team and clearly understand their roles and responsibilities within the nursery. They all show a commitment to monitor and evaluate the nursery; they constantly seek to build on their excellent service, identifying ways to promote positive outcomes for children. The nursery strives to support both the children's and the parents' individual needs. The managers, staff and parents are all involved in the monitoring process, which is an accurate appraisal of achievements so far. Formal recording of a self-evaluation system identifies the nursery's strengths and areas for development and how it plans to secure further improvements. Plans for improvement are well targeted for the benefit of the children, such as the development of the outdoor area. Staff receive a robust induction procedure and regular appraisals and are encouraged to complete further training and gain additional childcare qualifications.

The nursery has a commitment to equality and diversity and promotes this well,

successfully ensuring that all children integrate well. For children who have special educational needs and English as an additional language, support systems have been developed which ensure their inclusion and full participation, seeking and utilising outside help from a range of professional services where appropriate. The staff are able to successfully identify and close gaps in learning due to their thorough assessment and record keeping system, based on meaningful, regular and detailed observations. Planning is done for each individual room, largely initiated by the key persons following children's interests and ideas.

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

Children are extremely happy and contented in the nursery. The routine of the day gives children the opportunity to be together as a group, play with their friends and play alone if they wish. Children confidently explore the wide range of exciting activities on offer. The staff's expert knowledge of the individual next steps for each child means that activities on offer and adult interactions challenge and consolidate children's understanding. As a result, all children are progressing exceptionally well in all areas of learning. All children's profiles clearly show how they are monitored and tracked across all areas of learning. Exceptional use is also made of video observations, which give staff chance to fully evaluate children's learning.

All children can freely access an excellent selection of clearly identified toys and activities. More-able children excitedly go to the table with the cornflour, move their hands through it and count how many objects are in it. Older children are very keen to talk about 'Max' the soft toy that they all take on holiday and record what they did with him. They talk about their experiences with Max, show photographs of him on a pig's back and explain that the pig is a lot bigger than Max. Other children talk about their holidays, when they went on a big plane and slept on it, and they all start to compare their times in different places. Children also access the computer and help to play the game with their friends, putting the food on to the plate on the screen. They get very excited when the plate is very full and that the little girl on the computer 'will be very full'. More-able children are involved with the life cycle of butterflies; they watch the cocoons and explain how they will turn into beautiful butterflies. Staff then link this with the story of 'The Hungry Caterpillar' and children's paintings of butterflies. All children are involved in growing vegetables and herbs, for example, carrots, strawberries, tomatoes, chives and parsley. These are going to be used in children's meals and snacks when they are ready to eat. Toddlers use sponges, cotton reels and rollers as they print and recognise different colours, getting lots of praise from staff as they name the colours black and green. Babies have wonderful experiences as they move freely on the floor, with staff putting materials of different textures over them and saying 'peek a boo'. Staff give babies who are settling in lots of one-to-one support and encourage them to play with the vast selection of activities. For example, feely magnets on the door and painting with staff. All children access an outdoor area, where they play with sand, draw lines with chalk on the floor, balance on tyres and pedal on trikes together. The nursery is vibrant and full of lots of displays of children's artwork and informative displays of numbers and letters all at children's

height.

Children's behaviour is exemplary; they help take care of the environment and are sensitive to each other's needs. They receive frequent praise and encouragement from staff for effort, achievement and kindness, which helps boost their self-esteem. Children seek out others to join in self-initiated games and learn to respect others' feelings through discussions and the good examples set by staff. Children of all ages play well together and cooperate with each other. Children learn about the importance of adopting a healthy lifestyle. They wash their hands before eating and after using the toilet facilities and they are able to explain why this is important. Children enjoy their healthy snacks of fresh fruit at the nursery and freshly cooked main meals. Meal times for all children are very sociable times as they all sit together along with staff. Children help to prepare fruit smoothies; they cut up bananas with supervision from staff, ready for their afternoon snack. All children's dietary needs are fully met and accommodated in a variety of menus. More-able children help themselves to drinks of water at any time and they pour out their own drinks at snack time with the minimum of assistance, while younger children and babies are given regular drinks throughout the day, ensuring that they are all rehydrated.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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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