



Greenway Nursery School

Inspection report for early years provision

Unique Reference Number EY259189
Inspection date 03 November 2005
Inspector Janet Marie Thouless

Setting Address Greenway Junior School, Greenway, Horsham, West Sussex,
RH12 2JS
Telephone number 01403 272318
E-mail
Registered person John Francis Reilly
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Greenway Nursery School opened in 2003. It operates from three large rooms in a single storey building, located in the grounds of Greenway Junior School in Horsham, West Sussex. A maximum of 60 children may attend the nursery at any one time. The nursery is open Monday to Friday during school term times. Sessions are from 08:30 until 16:30.

There are currently 68 children aged from 2 to under 5 years on roll. Of these 31

children receive funding for nursery education. The nursery currently supports children with special needs, and also supports a number of children who speak English as an additional language.

The nursery employs 7 full-time and part-time staff. The manager is a qualified nursery teacher and all staff hold appropriate early years qualifications.

The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating and understand the importance of eating a healthy balanced diet. Mealtimes are sociable with staff taking the opportunity to foster in children independence and good manners.

Children talk about foods, which are good for their bodies, stating that fruit helps them grow big. Children make their own choice from a wide selection of healthy options at snack time including a varied range of fruits and vegetables, helping to increase their understanding of a healthy diet. A cooked meal is provided daily from the school canteen and parents have a choice of three meal options from the menu.

Children learn about the importance of good hygiene practices through everyday routines. They know, for example, why they need to wash their hands before meal times and after visiting the toilet. Staff have a good understanding and implement health and hygiene procedures to ensure children's health is promoted and good levels of hygiene are sustained. For instance, staff use gloves when they change nappies and they clean equipment thoroughly.

Children develop a positive attitude to exercise and participate in daily activities helping to increase their understanding of the benefits of vigorous exercise. They ride bicycles, enjoy the use of balancing beams and use climbing apparatus with confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a well-organised environment. Children have access too and use a wide range of good quality resources and toys appropriate to their age and stage of development, this provides them with stimulating play opportunities at all times. Resources are of good quality, on low-level shelving and are clearly labelled with text and pictures.

There are clear systems in place for the safe arrival and departure of children. Staff carry out regular risk assessments of the premises to identify potential hazards. Children benefit from a good range of safety measures, for example socket and

radiator covers, effective emergency evacuation procedures and a secure outdoor play area. Staff give high priority to helping children understand how to keep themselves safe. Discussions take place at focus activities of the danger of fire works and bonfires and the importance of not going near and children receive gently reminders on how to stay safe in the setting.

Staff have a good understanding of child protection issues and know how to proceed if they have any concerns about a child in their care. However there is limited written guidance should an allegation of abuse be made against a member of staff

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled within the nursery setting. They benefit from good relationships with the consistent staff members who look after them, which fosters their emotional wellbeing and helps them achieve well.

Children under three explore and experiment through a range of well-planned activities that are appropriate to their stage of development. They confidently explore the environment around them and have regular opportunities to experiment with a range of creative materials, such as easel painting, play dough or sand play. They enjoy action rhymes and songs confidently completing the actions. Children develop a healthy interest in books and enjoy sharing books with staff who respond to them warmly and offer lots of praise. Good opportunities are available for children to engage in role-play, such as the home corner and post office.

Nursery education:

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage. Children are offered an exciting range of activities that cover all areas of the curriculum and provide a variety of interesting learning opportunities. Children enjoy taking part in daily focus activities, which staff organise well, setting clear learning objectives. However, although staff make regular observations of children's progress these assessments are not fully used to plan for children's next steps in learning. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting manner. They allow children time to explore without interruption and are deployed effectively to extend and support children's learning.

Children are developing good relationships and get on well with peers and adults. They greet staff warmly on arrival and show great delight when friends arrive. They have many opportunities to be independent. They are encouraged to see to their personal needs such as putting on coats and boots for outdoor play, visiting the toilet, washing hands and deciding when to have their drink and snack at the snack bar. Children speak confidently to peers and adults. They talk openly about family events, for example, going to a firework display at the weekend. Children express themselves through mark making. They write during role-play and are beginning to recognise and write individual letters in their name.

Children learn about number and count confidently during everyday activities and routines. They are beginning to understand the concept of simple additions and subtraction. They look at books in the book corner, recalling stories from memory. Children show an interest in the world around them and staff encourage them to observe things closely, such as leaves, cones, acorns and chestnuts. Caring for snails provide children with opportunities to investigate and question aspects of the natural world. They concentrate as they use a variety of creative media to express their ideas. When completing a firework collage they discuss their work with interested adults, and talk of colours, sounds and safety of fire works and bonfires.

Helping children make a positive contribution

The provision is good.

Effective partnerships are promoted with parents. New parents stay with their children to help them settle and feel secure. They receive first term settling-in reports to gauge children's progress and then end of year development reports. Meetings take place for parents to read and discuss children's records of achievements and curriculum plans are available for parents to support children's learning at home.

Staff have high expectations of children's behaviour and foster a calm, secure, caring environment. Children behave well; they play together harmoniously and are polite to each other, to adults and to visitors. Overall, the nursery helps individual children learn to recognise and value their own needs and those of others and to understand when to behave appropriately which fosters their spiritual, moral, social and cultural development.

The nursery offers an inclusive environment welcoming children with different abilities. There are systems in place to enable staff to liaise with parents and outside agencies to ensure all children's needs are well planned for. Dual language children are well supported through daily routines, resources and the partnership between parents and staff. Children are becoming aware of their own and other peoples' cultures through a range of resources, planned activities and celebrations of festivals.

Organisation

The organisation is good.

Children feel at ease in the nursery because staff create a warm and welcoming atmosphere. Children are confident and secure because management and the staff team fully support the children whom they know well. The premises layout is appropriately organised and children are able to play outside throughout the course of the day.

Most required policies and procedures to support children's wellbeing are in place. There are effective recruitment procedures in place. This means that suitable experienced and qualified persons look after children.

Leadership and management are good. Staff work well as a team and clear

communication and guidance allows them to provide a well-balanced programme. Individual staff training needs are identified with staff attending a range of courses to ensure they have a good understanding of the Foundation Stage. Management evaluate the service provided and there is a strong commitment to develop and improve the provision. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the provider has improved the fire safety of the premises by carrying out regular risk assessments to minimise fire risk. Electrical appliances are tested for safety, smoke alarms have been fitted in the office and fireguards to heater within the playrooms. This ensures the safety of children and staff whilst on the premises.

At the last inspection the nursery were also asked to ensure that drinks are freely available for children. Although drinks are available and some children confidently request them, they need to be made more accessible so children can serve themselves.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the child protection statement includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the information gained from assessments is used to help children move to the next stage in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk