



## **Greenhays Childcare Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	251498
<b>Inspection date</b>	30 January 2006
<b>Inspector</b>	Lynda Jean Bullock
<b>Setting Address</b>	Green Lane, Red Lodge, Bury St. Edmunds, Suffolk, IP28 8LD
<b>Telephone number</b>	01638 750658
<b>E-mail</b>	
<b>Registered person</b>	Greenhays Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Greenhayes Childcare Centre opened in 1986. It operates from two main rooms of a converted mushroom farm building in Red Lodge, Suffolk. It is situated close to the busy A11 road so parents from as far afield as Thetford and Newmarket use the provision as well as local families.

A maximum of 38 children may attend the nursery at any one time. There are currently 35 children from 11 months to 5 years on roll. Of these 11 children receive

funding for nursery education. Children attend for a variety of sessions. The setting is able to support children with special needs and those who speak English as an additional language but has none currently attending.

The nursery opens 5 days a week all year round and is open from 07.30 to 17.30. All children share access to a secure enclosed outdoor play area.

The nursery employs 7 staff, of which 6 are full-time. Within the staff team 4, including the named contact, hold appropriate early years qualifications. There is currently 1 member of staff on a training programme. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because they are cared for in an environment which encourages good health and hygiene practises. Good standards of hygiene through the group ensure children are protected from the spread of infection, for example tables are cleaned before snack with anti-bacterial spray and most staff have current first aid and food hygiene certificates. Children learn the importance of washing their hands before eating and after using the toilet and older children have a good understanding of the importance of putting their hand in front of their mouth when they cough or sneeze to prevent the spread of germs. They are further protected from cross contamination by the effective nappy changing routines in place. Children are protected from illness and infection as the group has a policy about the exclusion of sick children and should a child become unwell whilst at the group there are good procedures in place to advise parents or to seek advice or treatment. Children are able to rest and sleep according to their needs.

Children's dietary needs are well met with staff working closely with parents. Meals and snacks are well balanced and include fresh fruit and vegetables which the children are sometimes encouraged to help prepare, such as making tuna sandwiches and fruit salad. Water is readily available to children at all times.

Children's physical health is well promoted as they have daily access to both indoor physical activities and outside play areas which helps to develop strong muscles and bodies. They move freely and explore the good range of activities provided. Children are enjoying and showing good levels of coordination when they move around the nursery. Children confidently manoeuvre between the spaces and successfully manage to stop before crashing into each other.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a very welcoming, secure and reasonably safe environment where all visitors are monitored. Children are kept safe by the mostly appropriate

procedures in place such as the good routines for their arrival and departure, however regular risk assessments which identify potential hazards such as loose fire guards, are not carried out. They have adequate space indoors and outdoors to experience a good range of activities to promote their overall development. Children are able to freely move around the setting which supports their developing independence. Children have a good understanding about keeping themselves safe when staff talk to them about walking inside, about sitting on their chairs and picking up toys so others don't trip over them.

Children have access to a wide range of resources which meets their needs in all areas of development. These resources are easily accessible and changed regularly to ensure children have equal access and therefore gain independence through making appropriate choices.

Children's welfare is effectively safeguarded and promoted as all staff have completed a child protection course and the group has a policy in place available to parents. Staff have a clear understanding of their role in child protection and are able to put appropriate procedures into practice when necessary to protect children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, confident and settled in the pre-school. They show a good level of interest in the provided activities and respond to staff who interact well in their play. They enjoy whole group activities where they share stories and songs. Young children and babies have access to appropriate activities with staff using the Birth to three matters framework to inform their planning of activities.

### **NURSERY EDUCATION**

The quality of teaching and learning is good. Staff have good knowledge of how children learn and a sound understanding of the early learning goals and the stepping stone to reach them. A key worker system is in place and staff know the children well. Staff are interested in what children say and do and manage children's behaviour well using positive strategies. Staff plan a range of adult lead and free play activities for children to experience. They balance the session to enable children to have group times, outside play and pursue their own interests. Effective questioning enables children to further explore the activities they are involved with, such as what the gloop feels like. Long, medium and short term plans are in place and refer to the stepping stones. Observations are made and transferred to the children's assessment records, adult focus sheets are used and are beginning to detail the next steps in a child's learning.

Children have good self help skills, they are able to manage their own needs such as going to the toilet, washing their hands and putting on their coats. They are developing good relationships with staff and are keen to share their news such what they have done since they were last at the setting. Children are cooperative and well behaved with staff managing their behaviour positively. They are learning to share

and take turns. Children have good social skills, they are polite and have excellent manners saying please and thank you independently when asking or receiving items. Children are beginning to be aware of others through themes and festivals such as Chinese New Year and Diwali.

Children are using language effectively to communicate, they are confident to talk to staff who encourage them to chat about what they are doing and what will happen next such as when reading stories. Children are beginning to understand how books work and that words are meaningful. Children are using one handed tools and equipment such as brushes, scissors and play dough cutters to begin to develop writing skills. Some children are beginning to attempt writing for a purpose and write recognisable letters in their names when mark making in role play.

Children are beginning to say and use number names, such as when counting the number of children present, some children are able to count to 10 and beyond when building with bricks. Children are not developing their understanding of simple calculating and problem solving of one more or less through the daily routines. Most children are able to recognise and name different shapes.

Children have regular access to a computer and children's understanding of information communication technology is being developed as they operate simple machines such as telephones and calculators. Children are beginning to develop a sense of time and place through the routines of the setting and activities provided, for example, when talking about what happened yesterday at group time, remembering a visit to the seaside in the summer and what will happen next. There are some opportunities for children to examine objects and living things closely to encourage their investigation skills, such as plants and hatching eggs.

Children explore colour and correctly name colours, they are beginning to experiment with mixing the colours together and talking about what's happening. Children explore different materials in the adult lead craft activities such as junk modelling, cutting and sticking. They have opportunities to express their own ideas when free painting at the easel and building with construction sets. Children's imaginative play is fostered with role play activities such as dressing up and the home corner. Children enjoy singing rhymes and ring games.

### **Helping children make a positive contribution**

The provision is good.

All children experience a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity and understanding of others. They play with a varying range of toys that represent race, colour and age. Children learn about their local community by going on walks around the area.

Children play together harmoniously and alongside each other, amicably sharing and taking turns with all the resources. They have a good understanding of the groups rules and boundaries, they are aware of the groups routines and know what is expected of them. They see good role models in the staff that treat each other, the

children and the environment with respect. Children's behaviour is very good.

Children show pleasure and pride in what they are doing. For example, children have their artwork acknowledged by staff who show it is valued by displaying it on the wall and who give appropriate praise. The setting fosters children's spiritual, moral, social and cultural development well.

The quality of the partnership with parents and carers is good. Parents receive information about the pre-school in a brochure and can view the policies at any time. Parents can read about the term's curriculum topic in posters and the groups long, medium and short term plans are posted on the notice board. Children benefit from close relationships build between parents and staff when they verbally exchange information at the end of the session and parents are actively encouraged to contribute to their child's assessment records. Parents with babies at the setting receive daily written feedback about their child's feeding and sleeping patterns to ensure there are kept fully informed about their child's day. They, and their children, are supported through the settling in time. Staff ensure that they have all necessary information about children by recording children's starting point to inform their assessment records.

## **Organisation**

The organisation is good.

Children are cared for by staff who are experienced, well qualified and have a clear understanding of the needs of children. An induction procedure is in place to ensure all staff are aware of policies and procedures and are able to implement them. The setting is well organised to provide for the needs of all children. Daily routines provide opportunities for children to develop in all areas of learning, both inside and out. Most policies and procedures are in place, ensuring the efficient management of the provision.

The leadership and management is good.

Children benefit from the strong leadership and management of the setting with a consistent staff team. Staff have clear job descriptions which are to be used as a basis for appraisal. Good teamwork is developed and systems are in place to ensure clear communication takes place between staff and the owners. Training needs are identified and opportunities provided for staff to access relevant courses. The quality of care and education is monitored to ensure strengths and areas for improvement are identified, with staff and outside support agencies working together to act upon them.

Overall, the range of children's needs are met.

## **Improvements since the last inspection**

Since the last inspection the setting have updated their prospectus to give parents clear information about the food and meals they provide for the children, which

ensures parents are now fully informed about what their children are eating. The setting have updated the child protection and equal opportunities policies to ensure they reflect current guidance and have put in place systems for the confidential recording of any significant events and existing injuries further safeguarding children's welfare.

At the last inspection the setting was given a recommendation to provide some domestic style furniture to assist children in developing mobility and to continue normal life experiences, however this has not been done.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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.

## **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 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):

- develop and implement regular risk assessments which identify and minimise hazards to children
- provide some domestic style furniture to assist children in developing mobility and to continue normal life experiences

#### **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):

- provide children with more opportunities in practical activities and discussion to enable them to develop simple calculating skills.

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](http://www.ofsted.gov.uk)