



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221639

DfES Number: 581637

### INSPECTION DETAILS

Inspection Date	01/07/2004
Inspector Name	Nicola Mary Eileen Matthews

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Green Room Nursery Ltd
Setting Address	Valence House 7 West End, Woodditton Newmarket Suffolk CB8 9SN

### REGISTERED PROVIDER DETAILS

Name	The Green Room Nursery Ltd 4710612
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### ORGANISATION DETAILS

Name	The Green Room Nursery Ltd
Address	Valence House 7 West End, Woodditton Newmarket Suffolk CB8 9SN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Green Room Nursery Limited (Ltd) has been operating from the home of the owner, Mrs Yvonne Murrell, since 1987. The main playroom is situated to one side of the premises and children have access to the whole of the ground floor. Most of the children attending are from the local rural area although a few come from further away.

There are currently 27 children from two to five years on the register. This includes 15 funded three-year-olds and 12 funded four-year-olds. Children attend for a variety of sessions. The setting does not currently support any children with special educational needs, or who speak English as an additional language.

Sessions run each weekday morning from 09:00 to 12:00 and Monday to Thursday afternoons inclusive from 12.45 to 15.45. Children may also stay over the lunchtime period.

There are two full-time and one part-time staff working with the children. One member of staff has a recognised qualification. There are no staff currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The Green Room Ltd are providing satisfactory care for children. One of the providers has an appropriate qualification, however the other does not and may have to deputise at times. The high adult-ratio provides an intimate, small setting for children where they are warmly welcomed and want to continue attending. The small playroom space is imaginatively used and is very well equipped, with plentiful resources stored around the room to support children's overall development. Sufficient priority is not given to necessary documentation.

The indoor environment is safe and secure, however the outdoors is not. There is no risk assessment conducted to ensure children's safety at all times. Children are

learning about good hygiene practices through daily routines. Fresh drinking water is available at all times and the nursery have implemented ideas for healthy eating. Children who have special needs are supported well. The staff have a good understanding of child protection issues and know the procedures to follow in the event of concerns about a child's welfare being raised.

The children experience a very good range of activities and play resources to support their development. The staff provide a stimulating environment to enable children to develop emotional, physical, social and intellectual capabilities. Children follow by example the agreed codes of behaviour for the setting. The children's behaviour is very good, they share, take turns and help each other willingly.

The partnership with parents is good. The adults share information with the parents about their child on an informal basis. Children share with their parents work they have completed during the session every day.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to several actions. Most of these have been completed and the children's safety has been improved. However, the action to include hours of attendance in the register has not been completed. Some of the documentation actioned has been mislaid, however parents know the procedure to be followed in the event of a child being ill.

#### **What is being done well?**

- The staff demonstrate a good awareness of individual children's needs and adapt activities for each child so that they can progress in their development.
- The care and consideration shown between the staff, and for the environment, provides a positive message to children. This is reflected in the children's behaviour, showing they have reached a high level of social competency and are confident well adjusted individuals.
- The space is used creatively to enable staff to use the resources effectively to promote children's development.

#### **What needs to be improved?**

- documentation, to maintain a record of the times of arrival and departure on the register; produce a procedure for uncollected or lost children and ensure the retention of other documentation including the equal opportunities and sick children policy
- the safety of the well and laburnum tree in the garden
- the training/qualification of staff.

<b>Outcome of the inspection</b>
Satisfactory

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
14	Ensure the times of arrival and departure of the children are marked in the register and that this procedure is consistently maintained at all times.	08/07/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Ensure the deputy has the appropriate qualifications to take charge in the absence of the manager.
6	Ensure the hazard posed by the well and laburnum tree are minimised.
7	Ensure children use individual towels in the toilet area.
14	Ensure a written procedure is developed, which can be followed in the event of a child being lost or uncollected.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

The provision for nursery education at The Green Room Ltd is of high quality, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. The staff have an easy rapport with the children who are confident, secure and considerate of others. The enthusiastic staff plan exciting activities for the children, and give them excellent support especially in early literacy skills. Each activity is adapted according to the child's ability and a challenge is built into the play to enable individual children to make rapid strides in their learning. Very good open ended questioning is used at every opportunity to help children demonstrate what they know, predict and problem solve. The resources and organisation of the session are used effectively to promote all children's learning.

The planning covers a broad based curriculum and allows for children to learn effectively in different sized groups or with individual support. Children's assessments are systematic and when reviewed will be in line with the stepping stones and early learning goals.

The leadership and management is very good. The adults work in harmony and provide a relaxed but stimulating and effective learning environment for young children. The aims of the setting are reflected in the practice. The high expectations of the children and each other, is reflected in the excellent progress children make towards the early learning goals.

The partnership with parents is very good. The children are encouraged to share with their parent the work completed 'that day' enabling the parent to take an active interest in their child's early education. Parents are warmly welcomed into the playroom whenever they arrive and the staff take time to explain what their child has done or is going to do. Communication is clear and keeps the parents informed about the setting and any changes.

### **What is being done well?**

- Children's progress is rapid in communication, language and literacy. They are given individual support when writing and answer questions confidently and thoughtfully, when problem solving and predicting. Children demonstrate very good communication skills, holding conversations with each other and the adults and make links to their own experiences to maintain everybody's interest in the interactions.
- Children are becoming skilful young mathematicians. They confidently demonstrate their early skills in addition, subtraction and multiplication during their play. Counting objects and working out simple problems are approached with enthusiasm and children show a sense of pride in being accurate in their work.

- The staff know each child very well and work sensitively with them, often on a one to one basis, encouraging each one to take part in all the activities at a level suitable for the individual. This builds the child's self esteem and provides a suitable challenge to enable good progress towards the early learning goals.

#### **What needs to be improved?**

- the use of the outdoor areas to encompass all areas of the curriculum
- the assessment records so they are in line with the stepping stones and early learning goals
- parents contribution to their child's assessment records.

#### **What has improved since the last inspection?**

Good progress has been made since the last inspection. The second member of staff has completed some work shops and is starting early years training in September of this year. This was a point for consideration at the last inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have developed high levels of confidence and show substantial levels of involvement in their independently chosen play. They are developing very good relationships with each other, seeking out a preferred friend to participate in their imaginative play. Children play co-operatively, share and take turns amicably. Their behaviour is excellent. The staff provide an good role model to enable children to be polite and very considerate of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are very keen to communicate with each other and the staff. They listen with good attention to stories and enjoy sharing books with each other talking about the pictures. They understand that print carries meaning and recognise some simple words including their name. Children match many letter sounds and write simple words, phonetically. They are given a variety of opportunities to write for a purpose, for example, captions for drawings and collage work, and recording observations.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from good individual support to count items in their work book and other play resources, recognise shape, colours and size. They know what number comes after a given number up to 10 and use number in their play. Children's understanding of number is reinforced as they share out equally cards in games, and know that there should be 10 pegs and so one is missing. They spontaneously use mathematical language in their play, using words like bigger, smaller and double.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children observe and explore the natural environment. They collect and record how many bugs found in the garden and confidently describe features of insects, plants and dinosaurs. Children carefully use junk to design models of bugs using glue and tape. They talk freely about their home life and experiences from the past using language to reflect past and present. Children talk about features of their local environment and further afield, for example holiday destinations.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Outdoors, children are able to experience challenging large apparatus to develop their large muscle control. They climb trees, frames and experience a variety of wheeled toys and balls. The staff are on hand to give support and encourage new challenges such as helping a child master her fear of the high slide. Children use scissors competently and safely, they manipulate small objects with very good control and have personal independence with clothing.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour through a variety of painting techniques and collage work and explore textures at the same time. They accurately name colours and use them appropriately in the drawings when representing their ideas and experiences. They use their experiences in imaginative play pretending to ride horses and enacting domestic scenarios. Children tap out simple rhythms and accurately copy more complicated ones. They enjoy singing and have built up a good repertoire of songs and rhymes.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- the use of the outdoors to encompass all areas of learning
- development of the assessment records to ensure they are in line with the stepping stones and early learning goals.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*