



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 110079

DfES Number: 519766

### INSPECTION DETAILS

Inspection Date 13/05/2003  
Inspector Name Jennifer Pearce

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Greenery Nursery School  
Setting Address Paterson Centre  
Church Road, Swanmore  
Southampton  
Hampshire  
SO32 2PA

### REGISTERED PROVIDER DETAILS

Name Mrs Pauline Amanda Didymus

## 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 'Greenery Nursery School' opened in 1997 and meets at the Paterson Centre in the village of Swanmore. The group has the use of two rooms and is registered for a total of 38 children aged between 18 months and five years. Children under two years meet as a separate group in the smaller room during some of the sessions.

There are currently 52 children from 18 months to five years on roll This includes eight funded three year olds and 12 funded four year olds. Children come from the village and surrounding area and attend for a variety of sessions. The staff have experience of supporting children with special needs. The nursery opens five days a week during school term times. Sessions are from 9am - 12noon Monday to Friday and on a Wednesday the session is extended to enable the children to bring their lunch. The nursery is able to use the adjoining vicarage garden for outdoor play.

There are two full time and six part time staff working with the children. Two staff members have relevant child care qualifications and two staff are currently on training programmes.

### How good is the Day Care?

The Greenery Nursery School provides good care for children.

The staff are committed to improving their practice by accessing further training. All staff work well together. They are all fully involved in the planning of activities to provide interesting and varied activities to meet the needs of children of all ages and abilities. Children are able to fully access all play opportunities.

The staff team provide a warm and welcoming environment for parents and children. There is plenty of free space in which children can play and explore. Staff give high priority to ensuring that children are safe both indoors and on outings and there are good health and hygiene procedures in place. Staff know the children well and they have good relationships with parents. All aspects of each child's care, progress, dietary requirements and individual needs are discussed, agreed and fully met.

Parent's written documentation for dietary and emergency health care needs to be updated.

Positive behaviour patterns are encouraged and developed in agreement with parents.

The provider keeps comprehensive written policies. However, accident records are not confidential.

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

At the last inspection, the provider agreed to ensure children cannot access the stairs, ensure that the front door is made secure and ensure that a risk assessment is completed and implemented. Ensure that parents are aware of the nurseries policies and procedures to take in the event of a complaint and ensure that the policy for the administration of medication is in place. These were all completed when an additional visit was completed 15/01/2003

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

- Staff provide a warm and very welcoming environment and have clear routines that help children to feel secure and happy.(standard 4)
- The staff team meet children's individual needs well. Children have interesting and enjoyable play experiences because of the careful planning and use of toys and equipment and the garden area.(Standard 3)
- The staff give particular attention to hygiene and safety. Children know the boundaries for behaviour and receive praise and encouragement building their self esteem and independence.(Standards 6 & 11)
- Staff develop good relationships with parents. They are able to speak to the staff about their children's individual needs and receive information about the nursery through regular newsletters and notices.(Standards 12 & 14)

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

- records to ensure that written parental permission is obtained prior to seeking emergency medical advice or treatment and that accident records are confidentially maintained(Standard 7)
- records to include all children's dietary needs on individual health forms (standard 8)

#### **Outcome of the inspection**

Good

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

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

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Obtain written parental permission to seek emergency medical advice or treatment for each child and ensure that all accident records are confidentially maintained.
8	Include all children's dietary needs on registration forms

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

### How effective is the nursery education?

The Greenery Nursery School provides generally good quality nursery education, and children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, mathematical development, communication, language and literacy and knowledge and understanding of the world. Progress in physical development and creative development is generally good, however, children have limited opportunities to use equipment to develop climbing and balancing skills or to explore creativity in art and craft work.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals. Children are encouraged to explore and try new things, however art activities are often adult led. Children respond to praise and encouragement from staff, developing independence and self-esteem. Staff encourage children to think and to discuss ideas. Assessment systems do not show whether children are making good progress in all areas of learning. Behaviour management is good. Staff set clear boundaries and children learn to co-operate with each other.

Leadership and management of the setting is very good. The staff team work well together, providing a supportive environment where children enjoy learning. The manager encourages staff training, to improve and update skills. Strategies are in place to improve the quality of the provision, through regular assessment and improvement of activities provided for children.

The partnership with parents and carers is generally good. Parents are welcomed into the group and encouraged to take an active role. Parents are well informed about topics, activities, outings and fund raising events through newsletters, correspondence and notice boards. However, they receive insufficient information about the setting's policies and procedures. Parents feel confident communicating thoughts and concerns to staff who are supportive and friendly.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, sociable and have caring relationships with each other and staff.
- Staff plan activities which encourage children to listen to stories, speak confidently, develop writing skills and enjoy imaginative play, ensuring they make very good progress in communication, language and literacy.
- Children make very good progress in mathematical development. Effective teaching methods enable them to recognise numbers and learn about mathematical concepts through a good range of practical activities.

- Children's knowledge and understanding of the world is fostered by staff who encourage them to explore and investigate the world around them and to discuss cultures and beliefs of others.
- Staff use positive methods to manage children's behaviour. Children respond well to praise and encouragement, learning to co-operate and develop good relationships.
- Staff provide a welcoming and supportive environment for parents who are encouraged to play an active role in the setting.

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

- Opportunities for children to develop climbing and balancing skills on a regular basis.
- Opportunities for children to explore creativity in art and craft activities, making choices about what they make and the materials they use.
- Assessment systems to ensure children are making progress towards all the early learning goals.
- Information provided to parents about the setting's policies and procedures.

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

A member of staff has been trained as special educational needs co-ordinator and has a good working knowledge of the Code of Practice.

The setting has provided indoor and outdoor equipment for balancing and climbing.

Limited improvement to the assessment system.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Staff help children develop independence, encouraging them to make choices about what they do. Behaviour management is good, with children responding well to praise and encouragement and learning to co-operate. Children develop good relationships with each other and with staff, and are familiar with the daily routine. Children learn about their own cultures and beliefs and those of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children's spoken language develops well, they learn to negotiate with each other and to express their ideas through imaginative play. Children learn to link letters with sounds and enjoy listening to stories. They learn to recognise and write letters, with many children recognising and writing their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Children recognise numerals to nine, with many children counting confidently to ten. Children learn about size, shape and measure through a range of practical activities like puzzles and drawing. They develop an understanding of mathematical language and ideas, learning about simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. They enjoy many opportunities to explore and investigate. They talk about living things and how they grow and change. Children discuss their homes and families and take part in activities in the local community. They enjoy constructing objects from a range of materials. Children learn about their own cultures and beliefs and those of others.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. Staff talk to children about health and bodily awareness. They introduce ideas about healthy eating and the effects of physical activity. Children use a wide range of tools and materials during practical activities. They become confident using pencils, paint brushes, glue sticks, cutters etc. and creating models using construction toys and play dough. Children have limited opportunities to develop skills for climbing and balancing.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children enjoy singing sessions and exploring sound and musical instruments. They are encouraged to use their imagination and enjoy role play and dressing up in the home corner. Children have opportunities to explore taste, smell and touch, however, they have limited opportunities to explore creativity in art and craft work where activities are often structured and adult led.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- provide opportunities for children to develop climbing and balancing skills on a regular basis.
- provide opportunities for children to explore creativity in art and craft activities, making choices about what they make and materials they use.
- improve assessments to ensure they show the progress children are making towards all areas of the early learning goals.
- provide information to parents about the setting's policies and procedures.

*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.*