



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120050

DfES Number: 510549

INSPECTION DETAILS

Inspection Date	15/09/2004
Inspector Name	Gillian Cubitt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Greenways Nursery School
Setting Address	Snoxhall Pavillion Snoxhall Fields, Knowle Lane Cranleigh Surrey GU6 8JW

REGISTERED PROVIDER DETAILS

Name	Mrs Karen King
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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

Greenways Nursery School has been registered to provide care since 1988. It is situated in the village of Cranleigh within the grounds of the Snoxhall fields. The nursery opens Monday to Friday from 09:00 to 12:55 during term times.

The nursery is based in a pavilion and comprises of one large room, toilet block kitchen and open access outdoor area. Currently there are 20 children who attend the nursery throughout the week. They are drawn from a wide catchment area and the children attend a variety of days each week. The nursery supports children who have English as an additional language and children with special educational needs. There are 10 children who receive funding for nursery education; 8 are 3-year-olds and 2 are 4-year-olds.

Seven staff work at the nursery. Four of the staff hold relevant childcare qualifications.

Teaching methods are traditional and staff receive support from the Early Years Childcare Service (EYCS).

How good is the Day Care?

Greenways Nursery School offers a good standard of care for children. A team of experienced and capable staff ensure the smooth running of the provision. They create a welcoming and stimulating environment where children can play in safety and comfort. Effective use of space allows children to move freely from one activity to another. Outdoor activities are available on the surrounding fields and the nearby recreation centre. All documentation is in place but some lacks sufficient detail.

Entry to the provision is carefully monitored and staff are vigilant when children are playing out of doors. Most staff have a knowledge of child protection issues and act appropriately if they have concerns. Staff observe good hygiene practice and teach children the importance of this through the daily routines. Staff have a knowledge of first aid although some certificates have expired. Nutritious snacks encourage

children to develop healthy eating habits. Staff cater for children's individual needs in every way. The staff are sensitive to children with special needs.

Resources and activities reflect positive images of all aspects of society. Staff are good role models. They build warm relationships with the children and teach them to value and respect each other. Children enjoy a wide range of games and activities that promote all areas of learning. Staff observe children and organise their resources well, so children have a balance of activities available which assists their learning. Children's behaviour is good and they respond well to constant praise and encouragement from staff.

Parents receive detailed information regarding the provision. The prospectus outlines the policies and procedures. Parents are informed by newsletters and advised each week on topics. Positive feedback from parents shows there is good communication between staff and parents which ensures children are cared for according to parents' wishes.

What has improved since the last inspection?
Not applicable

What is being done well?
<ul style="list-style-type: none">● Staff provide a good range of resources and carefully plan so all children have opportunities to play with all of the toys.● Staff promote a good two way communication with parents with the use of children's scrapbooks. Children take these home each week so parents can see what they have been doing and share information on the coming week.● Staff show a high awareness of children's safety and have good systems in place, especially when taking children out on the many interesting outings in the area.● Staff manage children's behaviour well. They are calm, softly spoken and consistent in their approach. Children respond well to staff and enjoy helping them when it is time to tidy up.

What needs to be improved?
<ul style="list-style-type: none">● first aid training for staff● documentation, the recording of accidents and incidents.

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	Ensure that a qualified person in first aid for infants and young children is present at all times.
14	Organise the recording of accidents and incidents so confidentiality is maintained.

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

How effective is the nursery education?

The provision of nursery education at Greenways Nursery School is acceptable and is of good quality overall. Children are making very good progress in personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff use their knowledge of the early learning goals in their teaching although they have little input into the preparation of the written plans. Staff rely on their personal knowledge of each child to assess their needs and to develop children's learning experience. This usually works well as the group is small, however missed opportunities arise especially in the area of mathematics. Staff organise activities so children develop their independence through choice. Staff are caring and have supportive relationships with children. They take an active role in children's activities and are able to present tasks that are interesting and stimulating. The support for children with special educational needs is very good. However, staff do not always acknowledge cultures or customs of all children.

Leadership and management are generally good. The proprietor has organised the provision well to ensure there is a smooth transition to cover in her absence. She ensures that staff are appropriately qualified and capable practitioners. The manager works as a team member and all staff are very proactive in their support of each other. There are team meetings and regular reviews of practice take place. The manager, however, takes the key role in preparing the planning for children's needs.

Partnership with parents and carers is generally good. Parents are well informed about the nursery, its routines and activities through newsletters, notices and the handbook. Written reports of children's development are not provided for the parents, but parents receive regular verbal feedback about their child's morning at nursery at the end of each session.

What is being done well?

- Children's personal, social and emotional development are well supported. The children are gaining confidence and independence and have good social skills. They are polite and well behaved.
- Children's appreciation of music is fostered well. Staff bring musical instruments to the group and children enjoy listening, singing and moving to different types of melodies.
- Staff are able to question children well on their activities which reinforces their learning.
- There is an effective partnership with parents Staff welcome them into the nursery and they are kept informed through regular newsletters and their

child's scrapbook, which goes home each week with suggestions on activities that they can do at home.

What needs to be improved?

- staff's planning for the next steps in learning
- the awareness of staff of other cultures in the group
- opportunities for older children to extend their awareness of addition and subtraction in their everyday activities.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, enthusiastic and approach staff confidently for help or attention. Children are well behaved, they share toys and resources. Children relate well to one another, staff and visitors. They are developing their independence skills and can work independently at a variety of activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff engage the children in conversation during activities and extend their vocabulary well. Sounds and letters are linked effectively and there are many displayed examples of print around the room, together with the introduction of a weekly letter. Children recognise their first name although their surnames are not always introduced. Older children are making attempts to write their names unaided although there are few opportunities to mark make during role play. Children enjoy stories.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are confident in comparing groups of numbers. There are good group activities to extend the children's understanding of counting, matching and comparing. Children count regularly throughout the session especially through rhymes and songs and most children are able to count confidently up to and beyond ten. However staff miss opportunities to extend children's understanding of calculating during everyday practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children go on outings into the local community to see people at work. They make regular visits to the library. Children learn about different types of animal families. Children construct and build with a variety of different objects. They talk confidently about their experiences past and present. Children have access to a computer although this is not included in planning. Staff do not always acknowledge languages of children from another cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are confident in their independence skills and show good awareness of basic hygiene. Most children are confident users of the large equipment such as climbing frames. Their manual dexterity is promoted through the use of scissors, paintbrushes and small construction toys and small indoor equipment. However there are few opportunities for children to experiment with pouring liquids in their daily routines and exercises.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination well and actively take part in role play in the home corner and when constructing with duplo. Music is well integrated into the session and children enjoy singing and moving to the various types of music building on their imagination, creativity and confidence. Children enjoy free play with the playdough however some activities such as collages are too directed. Opportunities for children to have constant access to paints, sand and water are limited.	
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

- ensure that staff's knowledge of the early learning goals is further developed so they can produce their own future plans that link in with their observations of what children do, so that every child's need is met
- provide opportunities for children to extend their awareness of mathematics in their everyday play activities, including activities that promote simple addition and subtraction
- ensure that information gained from parents of children who hear other languages spoken at home is shared with staff, and that the culture, customs and languages of all members of the group are acknowledged in the programme of activities.

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.