



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309745

DfES Number: 530183

INSPECTION DETAILS

Inspection Date	08/01/2004
Inspector Name	Janet, Elizabeth Singleton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Greenlands Nursery Unit
Setting Address	Dawnay Road Ribbleton Preston Lancashire PR2 6BB

REGISTERED PROVIDER DETAILS

Name	The Committee of Greenlands Nursery Unit
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ORGANISATION DETAILS

Name	Greenlands Nursery Unit
Address	Greenlands CP School Group Dawnay Road Ribbleton Preston PR2 6BB

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

Greenland's nursery unit opened in 1999 and provides sessional care for children. It operates from one room within Greenland's primary school and has sole use of a second room should attendance be above sixteen children. The nursery unit is situated in the Ribbleson district of Preston and serves the local area. There is a secure enclosed outdoor area for the group to use providing opportunities for physical play. The group has the use of the main hall for structured physical activities as part of the planned programme.

The nursery unit is registered under the management committee.

There are currently thirty two children aged from three to four years on roll. This includes fourteen funded three year-olds and nine funded four-year-old children. Children attend for a morning or afternoon session. The setting supports children who use English as an additional language and children with special needs.

The group opens five days a week during term times. Sessions are from 09:00 until 11:30 and from 12:30 until 15:00 hours.

There are three staff available to work with the children who are all qualified in early years. There is a regular parent helper who assists when needed.

The setting receives support from a teacher from the Early Years Childcare and Development Partnership.

How good is the Day Care?

Greenland's nursery unit provides satisfactory care for children.

The organisation of resources is effective with extra staff available to ensure greater individual attention is given to the children. There is an informal induction procedure, however further information is required regarding the documentation.

All staff are qualified with training being encouraged. The staff are clear about their

roles and responsibilities and those of the key staff. The setting is warm and welcoming with good use of space being made. There are areas for free play and structured play, allowing the children to access the wide range of play material's available to them.

Not all of the management committee were familiar with the documentation regarding the national standards.

Staff have an understanding of health and safety issues and ensure the health and safety policies are followed. This promotes safety within the setting and thus ensures the children can play in a safe environment. Policies are in place that ensures equality of opportunity is reflected in practice and that children who have special needs are integrated into the setting.

There are appropriate and varied learning opportunities provided through a wide range of planned and free play activities. Staff interaction is positive and the use of open ended questions is practised. This encourages children to think about their action's, make decisions and to look for solutions regarding their play. There is a consistent approach to the management of the children's behaviour to which the children respond positively.

Parents are provided with information about the setting and there are opportunities to discuss their child's progress, this being encouraged. There are effective links between the home and nursery unit.

What has improved since the last inspection?

At the last inspection the committee agreed to make safe the grid in the outdoor area and to include the name and telephone number of the local child protection team in the child protection policy.

The grid has now been filled in and the telephone number and address of the local child protection team is available on the premises.

The above action has further improved the safety of the children and ensures the child protection team can be contacted quickly should the need arise.

What is being done well?

- There is a wide selection of activities and play materials for the children to choose from. The activities provided include creative, physical, educational, imaginative and constructive play. The staff ensure these are both adult and child led, and are planned to form a structure to the day.
- Staff interaction is positive and staff actively promote conversation with the children. Children initiate conversation with adults and discuss all aspects of their play, home life and their feelings i.e. I want to play outside, I have new shoes on, do you like them? Shall we build a house ?
- There is a consistent approach by all staff in managing the children's

behaviour. Staff ensure praise is given appropriately and reward the children with stickers and certificates for trying hard and being good. The children respond well to this philosophy which is demonstrated in their good behaviour.

- The partnership with parents is effective. Parents feel involved and well informed regarding their child's development. In discussion parents said they were given information about their child's development and the activities provided. Clear links are made with home regarding children participating in the home reading scheme and being encouraged to bring things from home to discuss at circle time.
- Sensitive support is given to the children who are less confident. Staff members support the children through the use of physical prompts, good eye contact, praise and encouragement. This allows the children to attempt new experiences within a safe and secure setting thus promoting their self esteem and self confidence.

What needs to be improved?

- staff and committee's knowledge and awareness of the National Standards
- documentation in relation to the induction process.

Outcome of the inspection

Satisfactory

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
1	Ensure all members of the management committee are familiar with the national standards.
2	Implement a recording procedure regarding the induction process.

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

How effective is the nursery education?

The children at Greenland's nursery unit are making very good progress towards the early learning goals in all areas.

Teaching is very good. Staff have a good understanding of the early learning goals and are fully aware of the stepping stones and aspects of learning. The curriculum planning is effective with key staff having responsibility. Staff plan a balance of adult led and child led activities. Staff encourage children by asking sensitive questions and supporting them in their learning. Staff have high expectations of children's behaviour with children responding well to this philosophy. Children are well behaved, know what is expected of them and follow instructions when asked i.e. fingers in the air, line up by the door. Use of the assessment is constructive and informs future planning. The special educational needs co-ordinator has regard for the code of practice for the identification and assessment of special needs. The support for less confident children and children who use English as an additional language is consistent and sensitive.

Leadership and management is very good. There is strong leadership of the setting, staff are clear about their roles and the roles of the key staff. Training is encouraged for all staff. The staff work well together as a team and support each other in their roles. Activities are evaluated and there is a commitment to continuous improvement. Staff meetings are held on a regular basis with an emphasis on children's development and the setting's provision for nursery education.

Partnership with parents is very good. Parents, in discussion, feel informed and involved in their child's progress. Parents are provided with information about the setting and the foundation stage. Staff provide regular opportunities for parents to discuss their child's progress. Parents are provided with information regarding topics they can complete at home. They are encouraged to participate in the home reading scheme.

What is being done well?

- Children's communication and language skills are very good. They use language for discussion, to seek information and to ask questions. They find their names from the name cards at registration and the placemats at snack time. They are beginning to link sounds to letters and use their phonic knowledge when sounding letters to spell their name.
- Children form good relationships with adults within a supportive and encouraging environment. Children readily talk to staff and other adults about their play and home events i.e. 'I have a brother and a sister', and engage in stimulating conversation with the staff.
- Children are confident, interested and motivated to learn. They sit quietly

during focussed activities and are eager to participate in adult led activities.

- Children's mathematical development and understanding of numbers is promoted throughout everyday activities. Children count to 12 competently and attempt numbers up to 20. They use calculations when setting the table at snack time by adding and subtracting the number of plates required. Children compare, recognise numbers and use mathematical language during the focussed activities.
- Children are developing control over their bodies and move with skill and imagination. They climb over equipment and negotiate the balancing equipment with a degree of skill. Four year old and the more able three year old children run and skip with confidence and control.
- Staff have a clear understanding of the early learning goals which leads to well planned, high quality activities which in turn promotes the children's progress in all area's. Staff interaction is positive, sensitive and appropriate and thus fosters the children's self esteem and self confidence.

What needs to be improved?

- continuous evaluation of the provision for nursery education to ensure continuation of good practice and the children's progress towards the early learning goals.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. The setting agreed to provide more opportunities for children to use increasing vocabulary to explore thoughts and meanings, improve the programme for mathematics by providing a child height number line and to provide opportunities for children to question why things happen and how things work.

The setting now provides opportunities for children to increase their vocabulary to express thoughts and explore meanings and to ask questions why things happen and how things work. This has been achieved by spending time assessing children's skill levels and, by asking open-ended questions and giving children opportunities to reply. A number line, at child height has been provided. The staff have planned activities to develop the children's understanding of numbers. The staff now use strategies to encourage children to ask questions and to gain an understanding of what numbers represent.

The above action ensures children are given opportunities to explore and investigate the meaning of things and how things work, therefore expanding their knowledge and understanding of the world. Children can use the number line to promote their mathematical thinking and understanding.

The opportunities for children to express thoughts and explore meanings encourages children to be more confident and keen to ask questions to enhance their overall learning. This course of action also ensures children have the

opportunity to improve their overall language skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in personal, social and emotional development is very good. Children are confident, motivated and interested to learn. They show independence at snack time and in the bathroom. They form good relationships with adults and other children, sit quietly and concentrate during focussed activities. They are beginning to work well as a group and understand the importance of sharing and taking turns. Their behaviour is good and they follow instructions from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's progress in communication, language and literacy is very good. Children listen and respond with enjoyment to stories. They use language for negotiation and discussion. They are linking sounds to letters and recognise their name from the name cards. The children use phonics to sound out letters for their name. They practice writing at the mark making table and practice writing their name on their own work.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in mathematical development is very good. Most children count to 12 competently with the four-year-old children attempting numbers greater than 12. The children are given opportunities to practise counting and to compare numbers in everyday activities. Children are given opportunities to learn about shapes through planned activities and are confident in their recognition of basic shapes. The children recognise and recreate simple patterns in the animal activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good. Children have the opportunity to use information and communication technology. They talk about events, both past and present, in their own lives and those of other people. They have the experience of exploring malleable materials and textures at the dough and the feely bag activity. They learn about the features of living things in the life cycle of the frog and caterpillar topic and when going for walks.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in physical development is very good. Children are developing control over their bodies and move confidently and with co-ordination. They match movements to music and recognise changes that occur to their bodies during exercise. They handle tools safely and with control and are becoming skilled with a range of large and small equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's progress in creative development is very good. Children partake in the music and movement session and move their bodies rhythmically. They sing songs from memory and accompany themselves using the musical instruments. Four-year-old children match movements to music. Children have the opportunity to use their imagination in the role play and the dressing up clothes. They explore colour, and build 3-D images through planned activities.	
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:
- Continue to monitor and evaluate the provision for nursery education to ensure continuation of the good practice and the children's progress towards the 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.