



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY265436

DfES Number: 516467

### INSPECTION DETAILS

Inspection Date 13/09/2004  
Inspector Name Rebecca Trow

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Green Day Nursery  
Setting Address 286 Pershore Road South  
Kings Norton  
Birmingham  
West Midlands  
B30 3EU

### REGISTERED PROVIDER DETAILS

Name The Green Day Nursery (Kings Norton) Ltd.

### ORGANISATION DETAILS

Name The Green Day Nursery (Kings Norton) Ltd.  
Address 286 Pershore Road South  
Kings Norton  
Birmingham  
West Midlands  
B30 3EU

## 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 Day Nursery opened in 1988 and was taken over by the current owners in 2003. It operates from four rooms in two buildings in Kings Norton in Birmingham. The nursery serves the local area.

There are currently 101 children from 2 to under 8 years, on roll. This includes 14 funded 3 year olds. Children attend for a variety of sessions.

The nursery opens five days a week all year round. Sessions are from 07.15 until 18.30.

There are 13 staff who work with the children. Over half then staff have early years qualifications to NVQ level 2 or 3. There is currently one member of staff working towards a recognised early years qualification. The nursery receives input from a support teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The Green Day Nursery provides satisfactory care for children.

The level of qualified staff is good and most areas of the nursery are organised appropriately. The premises is organised to meet children's needs and staff ensure children make regular use of the outdoor area. The range of toys and resources is adequate though some equipment is poorly maintained which has an impact on children's play. The nursery has a comprehensive range of policies and procedures in place which are displayed for parents.

Staff place emphasis on the health and safety of the children and potential risks are assessed. Arrangements for meals are flexible and children are encouraged to be independent at lunchtime. Staff treat all children with equal concern and meet their individual needs appropriately. Parents are fully informed of the child protection policy though staff's knowledge and understanding of the procedure is limited.

Staff in all rooms provide children with a range of activities and opportunities for free play. They interact well with the children and involve themselves in their play. Large group sessions are often poorly organised which means that children are not occupied or stimulated appropriately during those times. Staff use effective strategies to manage children's behaviour, particularly in the pre school room and out of school club, placing emphasis on praising positive behaviour.

A positive partnership with parents is encouraged and all documentation is available to them at all times. Staff make time each day to ensure parents are kept fully informed of all issues relating to their child.

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

Not applicable.

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

- The nursery has a high level of staff in post, almost all of whom are qualified to NVQ level 3.
- The staff place emphasis on children's health and safety, assessing potential risks and supervising them appropriately.
- Staff in the pre-school room and out of school club use effective strategies to manage children's behaviour which the children respond to well.

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

- the organisation of the out of school service
- the organisation of large group sessions
- the maintenance of resources
- staff's knowledge and understanding of child protection issues.

#### **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
2	Ensure the out of school service is organised effectively.
3	Ensure children are occupied and stimulated appropriately during large group sessions.
5	Ensure that toys and equipment are well maintained.
13	Develop staff's knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

The Green Day Nursery provides generally good nursery education for children. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a developing knowledge and understanding of the early learning goals. Plans for the long, medium and short term are written though they do not include differentiation for more or less able children. As a result the challenges set for some children are insufficient. Staff use effective strategies to manage children's behaviour which they apply with consistency. They make generally good use of time and resources though some toys and equipment are poorly maintained which has an impact on children's learning. Children do not have regular opportunities to select resources from themselves. Staff make observations of children's progress towards the early learning goals though assessments of activities are sometimes inconsistent.

Leadership and management is generally good. The management and staff teams are committed to improving the care and education provided and make regular assessments of areas for development. The manager discusses staff's training needs with them and facilitates attendance at courses where possible. The organisation of the out of school club has an impact on the pre school group, as facilities are shared at present.

Partnership with parents is generally good. Staff maintain positive relationships with parents through daily communication. Parents are provided with written information about the Foundation Stage and how it is taught. Staff write a report about children's progress twice a year, which is sent home to parents.

### What is being done well?

- Children are confident and approach new and familiar activities with enthusiasm, participating fully. They behave well due to staff's clear and consistent implementation of the behaviour management policy.
- Children communicate well with staff and peers. They suggest ideas in group sessions and can listen and concentrate when required.
- Children move round the setting, both inside and outdoors with control and coordination. They link sequences of movements together whilst demonstrating an awareness of space and others.

### What needs to be improved?

- the detail in planning and assessments to ensure children are challenged appropriately

- the condition of toys and resources and children's access to them
- opportunities for children to learn about calculation.

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

At the last inspection the setting agreed to record more regular observations about children's learning as evidence to show their progress towards the early learning goals. Staff make some observations of children though the detail in assessments is limited to whether they have achieved the stepping stone.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and approach new and familiar activities with enthusiasm, participating fully. They behave well and respond to staff's requests. Children are aware they are part of a group and form good relationships with each other and staff. Though children are developing independence during routines such as lunchtime they do not always try to solve problems themselves. Children do not regularly select activities and resources for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with staff and peers. They suggest ideas in group sessions and can listen and concentrate when required. Children select and enjoy books, handling them correctly and talking about the story. Children make marks during craft activities but their writing practise is limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number names throughout their play and can count past 10. They recognise and discuss shape and size, making comparisons and noticing similarities. Children do not compare numbers or use any vocabulary linked to addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children demonstrate a good understanding of time through participation in the daily routine. They talk about past events and where they happened. Children recognise differences in their environment and talk about them. They have some understanding of various cultures and beliefs. Children's designing and making skills are impaired by the condition of resources.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move round the setting, both inside and outdoors with control and coordination. They link sequences of movements together whilst demonstrating an awareness of space and others. They have a good understanding of their own physical needs and which foods are healthy to eat. Children handle a range of tools and equipment with skill.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children know and enjoy a range of songs and rhymes, often matching their movements to the music. They identify colours and talk about texture whilst playing in the sand. Children know what they like and dislike and tell peers and staff. Children use their imagination sometimes though it is limited by the structure of the sessions.

**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**

- improve the methods of assessment and planning to ensure children are challenged appropriately
- ensure children can select from a variety of resources and that toys and equipment are well maintained
- provide increased opportunities for children to learn about calculation.

*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.*