



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 254614

DfES Number: 521570

INSPECTION DETAILS

Inspection Date	20/04/2004
Inspector Name	Denise Elliott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Greenfields Day Nursery
Setting Address	139 Russell Road Forest Fields Nottingham Nottinghamshire NG7 6GX

REGISTERED PROVIDER DETAILS

Name	Greenfields Childcare and Training Centre
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ORGANISATION DETAILS

Name	Greenfields Childcare and Training Centre
Address	139 Russell Road Forest Fields Nottingham Nottinghamshire NG7 6GX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Greenfield's Day Nursery has been registered since 1993, and accommodates a maximum of 40 children, between the ages of 2-5 years in the nursery and 5 -11 years at the after school facility. Children in the nursery are cared for in two group rooms of mixed ages.

The nursery is sited within the Greenfield's training centre, in the Forest Fields area of Nottingham. The purpose of the facility is to support parents who wish to return to work, become employed or undertake training, priority is given to those living in the NG7 area of Nottingham.

The facility is open throughout the year from 8.15 am - 5.45 pm, parents are able to request a term time only place for their child.

The nursery access funding for 3 and 4 years olds.

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

How effective is the nursery education?

Greenfield's Day Nursery provides good quality, acceptable education where children are making generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional development, and creative development.

The quality of teaching is generally good. Training has developed staff's knowledge of the Foundation Stage, which supports them when providing a balanced and stimulating curriculum. Staff plan activities which are meaningful, and build on what children are interested in, and what they know. The staff are well deployed and provide sufficient support to children. At times there is a lack of writing resources available for children. Good use of assessments is made by staff to identify children educational progress. Staff use language to develop children's learning. However, the opportunities to encourage mathematical language for shape and position are insufficient. Staff are good role models for the children in the way they respond to others.

Leadership and management is very good. There are clearly defined roles managed by the childcare centre manger and the project co-ordinator to assess and evaluate the nursery organisation. Nursery staff benefit from the good support of the management structure. Staff development is incorporated in many ways, including team meetings and training. The nursery is fully committed to improve the quality of education children receive and makes good use of the services available to support them.

The partnership with parents is generally good. Staff display informative details of the activities and curriculum planning children are involved in. Parents are provided with good quality information about the setting and the educational provision. Staff share their detailed knowledge of children, to keep parents well informed of children's progress. Parents are involved in the children's learning through verbal exchange of information.

What is being done well?

- Children show a positive disposition to learning. They are independent and confident to try new activities, particularly in art and crafts. They are keen to participate in structured activities. The inclusive environment develops children self-esteem, and children are proud to carry out special tasks.
- Children have good imaginative skills, and use these constructively to carry out role play with their peers in free play situations. The staff provide a stimulating and secure environment for children to carry out their ideas and role play situations with confidence.
- Children show great interest when going for a local walk. They are observant

of their surroundings and community and freely share their knowledge of places, which are meaningful to them and their families. Staff provide stimulating opportunities and environments for children to find out about the place in which they live.

What needs to be improved?

- the opportunities for children to further develop mathematical language for shape and position
- the resources and practical opportunities for children to freely initiate mark making and practice writing skills.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. They were required to extend further staff's knowledge of the desirable learning outcomes, which have now been replaced by the early learning goals. The nursery has made good provisions to extend staff's knowledge by attendance on training courses and receiving support from an early years support teacher. This has made a good impact upon: the delivery of the curriculum; planning and recording systems, the evaluating and reviewing of activities, the identification of staff's roles, and the support for children with special educational needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show positive dispositions to learning. They are motivated explorers who are able to select activities independently within the nursery environment. Four-year-olds show high levels of concentration and carry out play with meaning and independence. Children choose to carry out special activities showing good levels of self-esteem, confidence and pride when socially carrying out these tasks. They are forming good relationships with peers and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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All children take an active interest in books, and three-year-olds handle books appropriately. At story time most listen with great care. They enjoy songs and rhymes, and they freely sing at self initiated activities. Some 4-year-olds write their names correctly forming letters, whilst 3-year-olds are really more involved in mark making activities. However, resources for writing are sometimes limited. Most children recognise their own names from name labels.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making good progress in mathematical development, however, they do not use some mathematical language in practical situations. They take an active interest in counting. Three-year-olds are good counters, and four-year-olds use these skills to reliably count objects within the nursery. Some able children work independently to solve practical problems through recreating simple patterns. Children show an understanding of more and less in practical calculating activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Older children have an awareness of the cultures of other people around them. Three-year-olds use small world activities to recreate environments which are meaningful to them. All children freely discuss and relate to the natural environment when on local walks, as they identify the features which are familiar to them and their families. Children are stimulated when making models, they use materials to design and join.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are competent and co-ordinated in their movements. They are able to jump and land safely from small equipment. In particular, 4-year-olds have good balancing skills when moving on large climbing equipment. Three-year-olds manage good techniques for threading, construction and cutting, whilst 4-year-olds have more refined skills with equipment and tools using these with increased precision. Children show a good understanding about the safe use and management of equipment and tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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All children are enthusiastic at singing times and use their voices expressively. They use music and songs to compliment their imagination and match movement to songs. Three-year-olds sustain imaginative play for considerable lengths of time, working along side each other and sharing resources. Four-year-olds have developed their skills by extending their role play into play situations, and initiating design to increase their resources. Children enjoy exploring all materials for art and crafts.

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 mathematical language for shape and position
- extend the resources and practical opportunities for children to freely initiate mark making and practice writing skills.

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.