



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 140418

DfES Number: 524100

INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Gabrielle Pollock

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Greygates Day Nursery
Setting Address	182 Muswell Hill Road Muswell Hill London N10 3NG

REGISTERED PROVIDER DETAILS

Name	Greygates Day Nursery Ltd 00662255
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ORGANISATION DETAILS

Name	Greygates Day Nursery Ltd
Address	182 Muswell Hill Road London N10 3NG

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

Graygates Nursery is a privately owned full day care provision, registered to Mrs Denise Hopkins which opened since 1954. It is situated in the Muswell Hill area within easy walking distance of local amenities and bus routes. It operates from a converted house and has access to a baby, toddler and pre-school room, kitchen, office, toilet areas for adults and children and a fully enclosed outdoor play area. The setting serves the local community.

There are currently 40 children from 0 to under 5 years on roll. This includes 6 funded three-year-olds and 5 funded four-year-olds. The setting support four children who speak English as an additional language. There are no funded children with special educational needs.

The nursery opens five days per week for 51 weeks of the year from 08:10am to 17:45.

Thirteen members of staff work with the children, all of whom hold or are working towards either the Diploma in Nursery Nursing (NNEB); the Diploma in Pre-school Practice (DPP); or the National Vocational Qualification (NVQ); Early Years Care and Education level 2 or 3. One member of staff holds the Diploma in Montessori teaching. staff receive support from the Early Years Development and Childcare Partnership (EYDCP). The owner works on the premises in a supernumery capacity. The Effective Early Learning Quality Scheme is being carried out.

How good is the Day Care?

Greygates nursery offers good quality care for children. Good, effective deployment of suitably qualified, experienced staff who work well as a team enables staff to work directly with the children. Well written policies and procedures that are implemented well in practice help support a well-resourced, organised child friendly environment, with clear daily routines that help children feel secure and settled. Records are well organised and stored appropriately, ensuring confidentiality.

The premises are safe, good risk assessment procedures are followed and daily checks on equipment and security around the arrival and departure of children and when on outings are in place. The maintenance of the garden could be improved. Children are positively recognised as individuals and cultural diversity is valued and children with special educational needs are well supported. Children are well behaved, staff provide positive role models and the management of behaviour policy is consistently implemented. Staff have a sound knowledge of child protection issues with on going training to update staff knowledge and practice.

Children are provided with an extensive range of play materials and activities throughout the day. They are able to move with independence and make their own choices. The keyworker system and effective planning ensures that children's learning is promoted in all areas and that children are provided with opportunities that encourage them to explore and investigate their environment and the younger children have good access to sensory experiences. Observations of the older children's individual stages of development could be more consistently applied. Staff interaction is very good and children mix well.

There are effective systems in place for staff to work in partnership with parents with an active inclusive ethos and they work together to identify children's individual and special needs in order to provide appropriate resources and consistent care.

What has improved since the last inspection?

Since the last inspection the group have implemented systems for registering children and staff attendance on a daily basis and staff members responsible for food handling and preparation of food have undertaken training.

What is being done well?

- Staff work well as a team to create a caring and nurturing environment. They have close relationships with children and take positive steps to encourage children to be settled and confident.
- A broad range of interesting activities and resources are offered to children which promote their learning. Staff carry out effective planning to ensure that children can explore and investigate and get the most from the activities provided. Interaction with children is very good, staff take time to play, talk and listen to children resulting in children being good learners and able to mix well with their peers.
- Good attention is given to meeting children's individual needs for eating and sleeping and any specific special needs. Staff work closely with parents to ensure children's needs are identified and take effective action to create an inclusive environment where all children are valued.
- The management of behaviour policy is understood by staff and parents and implemented well in practice. Children are well behaved, mix well with each other and understand about respecting everyone.
- Staff have built positive, professional relationships with parents and there is a

strong emphasis on parental involvement within the group. There is a regular exchange of information on all nursery issues and children's activities and progress.

What needs to be improved?

- the maintenance of the garden area.

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
4	Improve the maintenance of the garden area and equipment.

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

How effective is the nursery education?

The provision for nursery education at Greygates Nursery very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is good. Staff use a variety of teaching methods to promote children's curiosity and learning. There are opportunities for the children to initiate their play and to be taught individually or in small groups. Resources are of good quality and well organised to increase children's independence and choice. Staff maintain a dialogue with the children they ask questions to encourage them to find out and talk about what they are doing. Activities are presented in an enthusiastic way within a fun atmosphere.

The assessment of children's progress is generally good a new assessment and planning system has just been introduced. The staff know the children very well and as a result the activities are planned at the appropriate level to encourage their developmental progress. However, plans do not clearly identify what children are expected to learn, although staff are very aware of this.

The leadership and management of the day nursery is good. The manager and co-ordinator have worked very closely to develop a committed, and effective staff team. They have a very friendly collaborative approach to all aspects of their work. The co-ordinator and manager have a clear understanding and commitment to providing a rich learning environment where children can have fun, play and learn at their own pace. Sufficient time is provided for staff training, discussion and planning.

Partnership with parents is very good. The nursery involves parents in the progress and development of their children and provides them with regular verbal information and newsletters. They are well informed about forthcoming events in the nursery. There are opportunities for the parents to attend open evenings and days when the parents can stay and play.

What is being done well?

- The leadership and management have sound philosophy of how children learn through play.
- Relationships between staff and the children and their parents is very good. These help develop children's confidence and support all aspects of their learning.
- Children are motivated to learn through activities which are practical and are based on their interests.
- Children develop their knowledge and understanding of the world by exploring features of the living world in ways which are meaningful. They visit

museums and look at the cycle of growth of animals and plants.

What needs to be improved?

- planning, recording and assessment and links to early learning goals.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

The setting now uses snack times and hand washing times to draw children's attention to counting and the use of number. Children use simple addition and subtraction to count cups and plates and numbers are displayed in all areas of the playroom. Staff use everyday activities to encourage the children to count on their fingers and to play games using mathematical concepts which the children understand and develop through their play and ideas. The nursery has recently adopted a new planning and assessment system which is yet to be fully implemented.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's development in this area is very good. They greet each other in the mornings and have secure supportive relationships with their key workers. Children engage in the experiences offered with interest and enthusiasm. They are confident they concentrate and sustain interest in activities such as the frog game, taking turns and helping younger children to take part.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's development in this area is very good. They are able to listen and discuss stories with the adults. Children can express themselves clearly and show a great interest in letters and words. They enjoy story time and looking at books turning the pages correctly. Many of the children can write and spell their names using the correct sounds. Older children write short sentences to label displays about growth and the life cycle of insects.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's development in this area is very good. Many can add and subtract in games of snakes and ladders and when they sing simple number rhymes. Children learn to count and to recognise numbers. They count in every day routines for example when laying the table for lunch. They use mathematical language in their play "you take your turn first" "I will go last" "I have got one" "I want two more".

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's development in this area is very good. They explore with different materials. They discuss the life cycle of plants, insects and humans beings. The children were enthusiastic to show me the butterflies which had changed from being a caterpillar. They visit local museums and parks to develop their interest in the environment. Children learn to value diversity through projects and displays books and discussion.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's development in this area very good. Children practice and refine their climbing and balancing skills through challenges offered in the outdoor play area. Children steer wheeled toys and learn to throw and catch balls. They handle a range of tools with confidence and learn about keeping healthy and safe through themes, mealtimes and events.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's development in this area is very good. They are able to participate in a wide variety of activities and to use an extensive range of resources to explore colour, shape, texture space and form in two and three dimensions and to respond in a variety of ways to what they see, hear, smell, feel and touch. The children have good opportunities to respond to sounds and rhythm when they dance to taped music and use musical instruments.	
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:

- Point for consideration:
- Continue to develop systems for planning, recording and assessment to ensure that written plans fully reflect identified learning intentions.

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.