

Greenfields Day Nursery

Inspection report for early years provision

Unique reference number	254614
Inspection date	20/12/2010
Inspector	Yvonne Layton

Setting address	139 Russell Road, Forest Fields, Nottingham, Nottinghamshire, NG7 6GX
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Greenfields Day Nursery has been registered since 1989 and operates from the Greenfields Training Centre in the Forest Fields area of Nottingham. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 65 children under eight year, of these 49 early years children may attend the nursery. Out of school care is offered for children from 5 to 11 years. The nursery is open each weekday from 8.00am to 6.00pm for 49 weeks of the year. Closing for the first two weeks of August, Christmas week and all main bank holidays. All children share access to secure enclosed outdoor play areas.

There are currently 103 children from five months to under 11 years on roll. Of these, 17 children receive funding for nursery education and 12 children are part of a two years Early Learning pilot. Children attend from the local and wider communities. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 19 members of staff who all hold early years qualifications. Of these, 10 are qualified to level 3 and 9 to level 2. Two members of staff are working towards early years professional status. The nursery supports childcare trainees and receives support from the local authority. The nursery has previously and is continuing to, complete local authority quality programmes. The nursery/centre is managed by a management committee and is a registered charity.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the nursery. They make good progress in their learning and development and overall their welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs effectively met through recognising and supporting their uniqueness. Links with parents and the liaison with other providers are effective and help to ensure consistency in children's care and most of their learning. Proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure information is obtained about who has legal

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contact and parental responsibility for all children
(Safeguarding and promoting children's welfare)

To further improve the early years provision the registered person should:

- enhance parent engagement with particular regard to offering more support for extending learning at home
- continue to develop children's respect for their own culture and beliefs with regard to their own family, extended family and significant others in their lives.

The effectiveness of leadership and management of the early years provision

Children are well-protected as there are clear safeguarding procedures and staff have a good understanding of their responsibilities in protecting children. Parents are well informed about all aspects of safeguarding through an informative display. Detailed risk assessments and daily checks are carried out in all areas and equipment and resources are in a good condition. Most required policies, procedures and records are in place and carefully maintained. However, the required information about who has legal contact and parental responsibility is not in place for all children. This has a potential impact as individual's details are not complete. Efficient systems ensure staff are suitable for their role and they are clear about their day to day responsibilities. Required checks are systematically renewed and management are clear about ensuring the ongoing suitability of staff. Children's welfare is supported well as the staff complete, and actively involve the children, in established hygiene and safety procedures.

Children's learning is successfully promoted as the staff have a good knowledge of the Early Years Foundation Stage framework. All areas of learning are addressed within the planning. Planning is devised through observations of the children's progress, their interests and individual development. Each child has an assessment file which details individual progress and clearly identifies their next steps of learning. The children have individual 'snap-shot' envelopes where daily observations are placed for parents to look at before they are transferred to the main file. Children's transitions between rooms and school are supported well. A report is provided for parents and the school when the children go to mainstream school. Links with other services and agencies are effective with two-way working partnerships.

Inclusive practice and equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well. Staff request children's favourite CD's, DVD's and stories from parents in their first language. Throughout the setting there are different languages in written form.

Partnerships with parents and carers are secure and each child's individual needs and culture is recognised, supported and celebrated. To ensure their welfare and

learning needs are met, staff gather valuable information from parents. Parents have access to the group's policies, procedures and session diaries and are able to view their child's files both informally and at parent evenings. Parents are invited to record their own observations of their child's progress. However, engagement with parents is not completely supported as the transferring of children's learning and play opportunities from the nursery to the home is limited

The management is passionate about developing all aspects of the setting, fully supported by active involvement of all staff. Children's learning and welfare is strongly promoted as there is a proactive ethos to evaluate all aspects of the provision, with continual reflection on practice. The recommendations from the last inspection have been robustly addressed and areas to develop are clearly recognised. Consequently the outcomes for the children are continually improved.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled at the nursery. The learning environment effectively supports children's progress towards the early learning goals with children's learning promoted throughout. Play is purposeful as the children confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are skilled at encouraging children's critical thinking as they present challenging questions. They are warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted well, as staff and children hold detailed conversations about their experiences, family and lives. The setting is rich with a wide variety of photographs of the children during activities and events. However, children's sense of belonging would be further enhanced if more individual family recognition and significant others' activities were developed.

Children are learning good social skills as staff consistently explain reasons for good behaviour and children are encouraged to consider each other's feelings. Children behave well; they receive high levels of attention as they are engaged in interesting activities. During routine and group activities they learn to share, take turns and respect the needs of their peers, supporting the development of skills they will need for the future. The nursery places a major focus on children growing as individuals by encouraging children's social skills, independence and by enhancing their self-respect and esteem. A strong sense of self is promoted as staff use positive encouragement and praise. Staff understand and promote the importance of self-respect and respecting others personal space/boundaries such as checking first if a cuddle is needed. Throughout the setting there are posters and resources that expand children's awareness of learning about the world. Activities and creative projects include national and international celebrations.

Number and name recognition is promoted well throughout the setting. Toddlers engage in a simple counting activity with staff and all children routinely see their names in print. Displays such as 'Numbers Everywhere' highlights numbers in everyday situations such as on shop signs, car logos and number plates enhance children's learning. Children are skilled and confident in using IT equipment.

Visitors to the nursery and visits to the local and surrounding area extend children's learning about their world and community. They visit the local mosque, library, laundry and green grocer. Local and special events are thoroughly enjoyed and promote children's learning. They visit a drama production company, who then attend the nursery and a video is made of the session to be used with the children. An outing to a local garden involves an extensive amount of different activities including feeding chicken, watering plants, looking for bugs and rolling down the hill.

All children have the opportunity to undertake a wide variety of creative activities. Their work is displayed, supported by photographs of them completing their projects. Free expression in craft is encouraged with staff supporting children to express themselves in art. Children's understanding of nature is promoted by interest tables, planting and caring for vegetables and herbs. They make bird feeders and investigate different animals through stories, creative activities and displays. All children are actively involved in both planned and spontaneous story telling and rhymes.

Strong relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities. Alongside consistent reminders about the setting's safety rules there are robust safety routines on outings. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn well the importance of good personal hygiene habits, such as, using tissues to wipe their noses, disposing of them appropriately and washing their hands. Physical skills and confidence are enhanced, as the children enjoy free-flow outside play. They undertake personal challenges and take risks safely on outside equipment. Walks and visits to local facilities enhance their physical well-being. Throughout related activities and snack time, staff talk to the children about healthy eating and self-care.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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