

# Greenshoots

Inspection report for early years provision

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**Unique reference number**

EY410759

**Inspection date**

15/02/2011

**Inspector**

Julie Wright

**Setting address**

Laira Green Trust, c/o Laira Green Primary School, Bramley  
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**Telephone number**

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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**

Greenshoots is a trust run day care provision. It opened in 2010 and is sited in the grounds of Laira Green Primary School. The group operates from 8am to 6pm Monday to Friday, term time only. It also offers wrap around care for children up to the age of 11 years.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children aged from two years and within the early years age range at any one time. There are currently 62 children on roll; 32 of whom are in the early years age range. The group is in receipt of early education funding for children aged three and four years. Greenshoots has its own dedicated pre-school area and has use of various rooms within the school, such as the computer suite, dining room, art block, library and hall. Children have access to an enclosed outdoor area. The premises have level access to the back of the school building and there is an accessible toilet for use if required. Access to some of the various facilities is via stairs. There are eight staff employed to work with the children; seven of whom hold relevant early years qualifications to at least level 2.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff provide a secure and welcoming learning environment for children overall. They have a good knowledge of the Early Years Foundation Stage framework and meet all regulatory requirements. Children are nurtured by a caring staff team who meets individual needs and effectively promotes inclusion. Staff implement effective policies and procedures to safeguard and promote children's welfare. They develop positive, trusting relationships with parents, which contributes to consistent and supportive care for children. Staff reflect on most aspects of their practice and have suitable action plans in place to ensure continuous development.

## **What steps need to be taken to improve provision further?**

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

- extend existing procedures to thoroughly monitor and assess the effectiveness of the provision.

## **The effectiveness of leadership and management of the early years provision**

Staff conduct thorough risk assessments in order to identify and minimise the risk of hazards to children. Regular fire drills are practised which help children to

understand the evacuation procedure. Staff to child ratios are above minimum requirements, ensuring effective supervision and support. Premises are safe with secure entrance and exit systems in place. Robust vetting and recruitment procedures are enforced to ensure staff suitability. Induction and appraisal systems contribute to staff development and suitability reviews. Staff have secure knowledge of the procedures to safeguard children and attend appropriate training in respect of child protection. Parents are advised of policies and procedures, including safeguarding and complaints. Records and documentation required for efficient management are clearly organised and maintained in order.

Staff plan and provide interesting activities to promote all areas of children's development. They observe, assess and plan for children's individual progress, providing additional support when required. Rooms are warm, welcoming and child focussed. Resources are readily accessible to children and play areas clearly organised. There is direct access to a secure outdoor play area, which means that children benefit from fresh air and additional learning opportunities. Throughout daily routines and activities staff promote children's health, welfare and safety. They have a positive approach to managing behaviour; skilfully distracting children and praising their achievements. Children are gently prompted to think about what they are doing and to listen carefully. They respond well to staff and willingly cooperate. Staff provide food and drinks to meet children's individual dietary requirements. These include healthy snacks prepared by staff and an option of school meals. Parents may also choose to provide packed lunches for their children. Staff build close links with other providers of the Early Years Foundation Stage, such as the primary school, as many children have siblings within the school and the day care provision uses their facilities regularly.

Staff have a clear awareness and understanding of children's individual needs. They are sensitive and supportive, ensuring an enabling and inclusive environment for children. There is an effective key person system, which significantly contributes to children making secure attachments. Parents provide initial information about their children's preferences and needs, enabling staff to meet individual requirements. Effective introductory visits for families promote good working relationships. Staff provide regular opportunities for parents to see the records of children's progress. They are further developing the system to include parent contributions. During inspection parents provide very positive feedback on the care given and the range of activities. They comment on how happy their children are in the group and value their good relationships with staff. At the post registration inspection staff have begun to assess their effectiveness, although procedures for self-evaluation are not thoroughly embedded. Staff training needs are identified and the organisation of activities reviewed. This reflects a clear capacity for staff to secure future improvements.

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

Children attend the pre-school from the term of their third birthday, with a choice of sessions available. The group also provides before and after school care during

term time. Children are cared for in the designated main play room and conservatory, with a focus on child-led activities. This means that children move around freely, making independent choices in their play. They confidently select clearly organised resources that promote interest and development. For example, at circle time children pick up pencils and note pads, copying staff as they mark the register. On arrival, children collect their name tags to put with their coats and identify chosen pegs. Children examine letters and numbers placed on the light box and see signs and labels around the play areas. A good range of games and activities promote children's earliest literacy skills. Children enjoy stories and group singing sessions, sitting together in their 'cave' area.

Children play very well together and show a good understanding of the purpose of activities. They choose board games and effectively organise themselves, chatting and taking turns as they play. Afterwards they return the pieces to the box and put things away properly. Children enjoy helping and feel important when given a special task to do. For instance, they take turns to carry a sign round to indicate to everyone that it is tidy up time. Children collectively respond, busily helping to put things away in preparation for another activity. They show developing independence and understanding, such as in good hygiene routines. Physical play includes riding tricycles, balancing and action games. Children also have use of the school playground and hall, which extends their opportunities. Staff ensure that the outdoor environment promotes other areas of learning for children. For example, children plant and grow bulbs, investigate the sand timer and play imaginatively in a den.

Creative activities are accessible at every session, in which children use a wide range of materials, tools and equipment. Staff plan current topics, such as, Families, during which children talk about families, draw pictures and create faces on paper plates. They consider similarities and difference in people, places and backgrounds, developing respect for others. Children are inquisitive and show a keen interest in their surroundings. They readily investigate a laptop and mouse, watching the screen to see what happens when pressing the keys. Children behave well and show a good understanding of what is expected of them. For example, they learn which areas are suitable for particular activities, such as running or more boisterous play. Role play areas are used well to engage children in imaginative play. Children happily play games of house and shop. They use toy money and cards to buy their shopping, remembering to say please and thank you for their purchases. In December the cave area became an igloo as part of their Winter Wonderland. Children take part in various events and celebrations, reflecting diversity and promoting positive attitudes. They participate in charity fund raising events organised by school, enjoying shared experiences with siblings and peers.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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