

Greenacres

Inspection report for early years provision

Unique reference number	511417
Inspection date	21/02/2011
Inspector	Samantha Hunt
Setting address	143b High Street, Hampton Hill, Hampton, Middlesex, TW12 1NJ
Telephone number	020 8941 8608
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Greenacres Day Nursery opened in 1996 and is owned by Greenacres Day Nursery School Limited. It is based in Hampton Hill, Middlesex and operates from two buildings connected by a garden. The nursery serves the local community. Greenacres Day Nursery is registered on the Early Years Register and may care for 54 children in the early years age range, though the older three-year-old children transfer to Greenacres Pre-School in Hampton Hill, Middlesex. There are currently 64 children in the early years age range on roll. Children attend for a variety of sessions. The setting supports children with special educational needs and who speak English as an additional language. The group opens five days a week, all year round. The day nursery employs 17 full and part time staff who work with the children. The manager and 12 staff hold appropriate early years qualifications. Four staff are currently working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a stimulating environment where they make good progress overall. They are forming warm relationships with their peers and behaviour is very good. Excellent partnerships are formed with parents and children's individual needs are exceptionally well promoted. Children's welfare needs are generally well met. The legally required documentation is in place and is mostly well maintained. The management team have effective systems in place to monitor and evaluate the provision and thus bring about continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance. (Documentation). 05/03/2011

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

- strengthen the use of ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- develop children's awareness of good health and hygiene by reviewing hand washing procedures especially at snack and meal times
- update the risk assessment to cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their roles and responsibilities in safeguarding children. They regularly undertake training in child protection and have good knowledge of the procedures to follow should they have a concern about a child in their care. There is a comprehensive system in place to ensure staff recruited, are suitable to work with children. The setting undertakes criminal records checks for all new staff and completes regular appraisals to monitor and support their development. Security is good and all visitors to the setting are asked to sign in and out and are closely supervised around the children. Documentation is generally in good order although on the day of inspection not all children were recorded on the register. This is a breach of regulation. However, there is no impact on children's safety because this was immediately rectified and attendance records are otherwise well maintained.

Children are cared for in a safe and secure environment. They are freely able to access a wide variety of equipment and resources, as much of it is stored at their level. There is a comprehensive risk assessment in place which is reviewed annually, and staff carry out daily checks of the building prior to children arriving. Staff check the garden prior to each group of children accessing it to ensure it is secure. However trailing ivy growing through the fences at the children's height is not included in the risk assessment, which could pose a hazard. The management team work closely together and have good systems in place to self-evaluate, monitor the nursery and bring about improvement. All recommendations raised at the last inspection have been successfully addressed. Staff are regularly encouraged to attend training which ensures they keep up to date with changes in practice. They are actively encouraged to take a role in monitoring the provision to see how they can improve it for children and parents. This includes visiting the other settings within their group to exchange ideas and new ways of working.

Staff show a good knowledge of the six areas of learning and are regularly observing children to help them in drawing up individual plans for each of their key children. Whilst observations help staff to plan activities and experiences some individual plans are not always evaluated to further support planning for children next steps in learning. Effective systems are in place for when staff work with other settings or professionals who are involved with the children. Equality and diversity practices are outstanding. Staff clearly value the uniqueness of each child and gather information from parents such as home languages spoken to help them in supporting children's individual needs. Children only move through into the next age range when it is felt they are developmentally ready. Regular staff training and management reviews of practice ensure that all children are fully included and their individual needs are equally well supported.

The setting works very well with parents and staff greet them in a friendly but professional manner. Parents receive information about the setting through written policies, notice boards, newsletters and a web site. Staff update parents on a daily basis about their children's progress and all parents receive a copy of their

children's individual monthly learning plan. This gives them ideas how they can be involved or support their children's learning. All parents have regular opportunities to meet with their child's key worker and see their children development records. Parents are invited into the nursery on a regular basis for example, to be a nursery worker for the morning or attend fund raising events. This enables them to see what the children are doing and achieving. Feedback obtained shows parents to be very happy with the nursery. They comment on the good progress they feel their children make and also the support they feel their children are receiving from caring staff.

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

Children are happy and settled in the nursery. They are learning in a stimulating environment where they are developing positive relationships with their peers and staff. Children share toys and resources well and show kindness towards one another. This is further reinforced by staff with resources such as 'Bob' the monkey who has to have a cuddle from each child as they listen to a story. Children develop their confidence as they freely select toys and resources they want to play and learn with. For example, children decide to create a picture and are freely able to access paints, glue and materials to begin this process. Children's artwork is proudly displayed throughout the setting and has brief explanations regarding how children develop or what they said whilst doing it for parents to see.

Staff frequently engage in conversation with children and encourage them to repeat words which helps to develop their language skills and makes their needs known. Children freely access books through the nursery and enjoy listening to stories. For example, they listen well to a story about a blue balloon and staff ensure they can all see and make the story interesting by using their voice well. They encourage children to guess what might happen next and allow children to recall their own experiences with balloons. All children have daily opportunities to sing songs and rhymes, many of which, involve identifying parts of the body or numbers and counting. This introduces early mathematical skills to children.

Children develop their physical skills as they ride around on wheeled toys in the garden navigating around their friends and obstacles on the way. They have fun digging in the sandpit and crawling around after the footballs and over the various textures on the ground. Younger children have resources around the room which enables them to pull themselves up to standing and have plenty of space to freely crawl as they explore their environment. Children take part in activities which are both adult and child led throughout the day. Staff show good knowledge of children's individual needs and involve themselves well in children's learning. They interact positively at the children's level throughout the day and extend their learning through effective use of questioning techniques.

Children show they feel safe a secure as they regularly seek support from staff. For example, younger children crawl onto a staff members lap for a cuddle and older children ask for help when putting on an art apron. Children learn about their own

safety through sensitive reminders from staff, for example, as they climb the stairs or move through areas of the nursery. Staff monitor all sleeping children at regular intervals and ensure younger children sleep according to their individual routines.

Snack and mealtimes are a social occasion with children sitting together and engaging in conversation with staff and one another. Meals are cooked daily at the setting and children's individual needs and dietary preferences are respected. Staff follow good procedures, for instance, when changing children's nappies, although some younger children are not always encouraged to wash their hands before snack and meal times. This limits opportunities for them to understand and adopt healthy routines. Behaviour is very good and staff use age appropriate discussions and explanation to help reinforce positive behaviour. Children are involved in regular fund raising events and learn to care for others. Staff relate well towards the children and play an active part in their development and learning. Children receive lots of positive praise and encouragement with staff using words such as beautiful, well done and wonderful to praise achievements. This helps build self esteem and makes children feel secure in the setting.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

