

Greygates Day Nursery

Inspection report for early years provision

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Inspector	Siobhan O'Callaghan

Setting address	182 Muswell Hill Road, Muswell Hill, London, N10 3NG
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Telephone number	020 8883 5640
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Email	
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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*.

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Description of the setting

Greygates Day Nursery is a privately owned provision which has been operating since 1955. The nursery is accommodated in a converted house; children have access to their own age appropriate playrooms. The nursery is situated in Muswell Hill in the London borough of Haringey and serves the local and wider community. The nursery is open each weekday from 8:10am until 5:45pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register to care for a maximum of 45 children at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 52 children aged from nine months to under five years on roll. The nursery currently supports a number of children with English as an additional language. There are 15 members of permanent staff working with the children. The manager holds a Level 3 qualification and all other staff hold relevant early years qualifications ranging from a Level 2 to an Early Years Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Greygates Nursery provides good quality learning and development opportunities for children. Staff recognise and value children's individual interests and incorporate these within their planning systems and use assessments well to promote positive learning outcomes. Children's welfare is promoted through many positive practices within the provision, including competent safeguarding procedures; overall, these give due regard to children's health and safety. The provision values working in partnership with parents and outside agencies involved in the children's care, where necessary; most parents feel well-informed about all aspects of their children's care and learning. The staff team demonstrate a positive approach towards implementing improvements within the provision. There has been sound progress in addressing the recommendations raised at the last inspection and there is ongoing improvements with regards to developing the outside play area.

What steps need to be taken to improve provision further?

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

- improve the overall cleanliness of the nursery environment
- improve opportunities for all children to go outside whilst building work is in progress
- improve communication with parents in the baby room so that they are able to contribute towards children's learning.

The effectiveness of leadership and management of the early years provision

The nursery has established a broad range of policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. There are good procedures in place to ensure that all staff are deemed suitable to work with children. The nursery team are well qualified and experienced within their roles. They demonstrate a competent knowledge and understanding of safeguarding children procedures and the importance of working in partnership with parents and outside agencies, should the need arise. Children are protected from risks within their environment as staff continually monitor the premises and resources, to ensure children are kept safe. Separate risk assessments are in place for the safe conduct of outings and all relevant permissions are sought from parents; overall, children's safety is successfully promoted.

The nursery provides a welcoming and friendly environment for children. Overall it is well-organised but the furnishings and décor of the building look tired and in some respects cleanliness of carpets and the bathrooms require attention. Nevertheless, children are provided with an accessible learning environment where they can help themselves to a good range of resources to promote their skills and exploration. Emphasis is given to promoting diversity and inclusion, in the resources available and the planned activities and experiences. The staff team are successfully deployed and spend all their time working directly with the children. There is a positive approach to supporting children's home languages within the setting, which in turn promotes a secure sense of belonging.

Staff value working in partnership with parents to support children and in particular young babies' home routines. Parents of older children express great satisfaction with the care and learning opportunities available to their children. Their comments include: 'staff are very good at challenging children and ensuring that they are engaged and happy'; and 'we receive regular informative newsletters so that we can be involved in their learning'. However, newsletters are not available to parents of babies, who express that they would like to be informed and involved in their baby's progress and learning. The staff team has a positive attitude towards developing their knowledge and skills, thus implementing improved outcomes for children. All staff are encouraged to attend training opportunities and to be involved in quality assurance programmes. At present the nursery is having major refurbishment completed to their garden area, which when finished will provide an exciting and challenging area for children to play. However, although staff have given due emphasis to children's safety during the current building work, by making this area out of bounds, consideration has not been given to promoting outside play opportunities for all children in the nursery, particularly the younger children .

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

The staff team demonstrate a confident knowledge and understanding of how to plan and deliver a successful programme of activities and experiences, which take account of children's individual needs and interests. Children have ample opportunities to engage within both adult-led and child-initiated play. Overall, there is good emphasis in planning challenging and exciting outdoor pursuits to promote children's learning; although it is recognised that current building works is impacting on usual practice. All children have a key person who is responsible for maintaining regular observations of their progress, which then feed into planning systems. This supports staff in planning secure next steps for children's learning.

Children arrive happily in the morning. They confidently go to their own base rooms where they are greeted warmly by the staff team. It is clear that they have developed secure relationships with staff as they approach them for cuddles and general support. Children's independence is promoted through the accessible environment, which also encourages them to develop responsible behaviour; for example, older children are delighted to help set up the tables for lunch time. Staff support children's problem solving skills by encouraging them to think about how many plates, knives and forks they need to accommodate all their peers. Children are developing good communication, language and literacy skills because staff continually converse with them. Younger children enjoy staff singing familiar songs to them and they move their bodies and clap in appreciation. Older children demonstrate a great sense of achievement, showing off their bright handmade books that they have illustrated and scribed to celebrate World Book Day. Young babies are excited to explore using all their senses, as they investigate interesting treasure baskets whilst older children experience first hand how caterpillars evolve into butterflies. Children enjoy creative pursuits as they enthusiastically engage in dance and movement sessions. They develop successful physical skills, learning to move their bodies in a variety of imaginative ways.

Children's welfare is promoted through many positive practices within their daily routine. They enjoy eating healthy meals and snacks, with good attention given to children with allergies to ensure that they are safeguarded while at the provision. They are learning through their routines the importance of good personal hygiene, washing their hands at appropriate times throughout the day and brushing their teeth after eating lunch. Consequently, due focus is given to promoting individual children's health, although more attention is required to the overall cleanliness of the building. Children are learning how to keep safe, staff support them to access their environment safely and to understand potential dangers; for example, due care is taken to teach children how to manage the stairs within the building. Children are very well behaved and respond positively to the adult role models. They are content and settled within the environment. Overall, children are developing many valuable learning and development skills, which help to set secure foundations for their future learning success.

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	3

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	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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