

Green Top Day Nursery

Inspection report for early years provision

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Inspector Abigail Cunningham

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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

Green Top Day Nursery is privately owned and was registered in 2010. It operates from five rooms on the ground floor of a detached residential property in the Clayton area of Bradford. The nursery serves the local and surrounding areas and has started to develop links with the local children's centre. The nursery is accessible to all children and there are three fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions. A maximum of 85 children may attend the nursery at any one time. There are currently 76 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for three- and four-year-olds. The setting supports children with special educational needs and children who speak English as an additional language.

The nursery employs 21 members of child care staff. Of these, two hold appropriate early years qualifications at Level 2 and 14 at Level 3 or above. Two members of staff are also working towards a qualification and one member of staff is working towards a foundation degree. The nursery receives support from the Local Authority and the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is currently meeting most of the requirements and is committed to making the necessary adjustments, such as improving risk assessment procedures. Self-evaluation identifies priorities for improvements and the beneficial impact on the children's welfare, learning and development is evident. The staff are in the process of developing links with other local childcare providers. The children make satisfactory progress in their learning and development; they are developing a positive approach to being healthy and have regular opportunities to practise their physical skills.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that any hazards in the children's nappy changing areas and staff room are kept to a minimum (Suitable premises, environment and equipment).
- 30/03/2011

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

- provide suitable bed linen for children who wish to have a sleep
- keep up to date with safeguarding issues
- continue to develop partnerships with other childcare providers.

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children as all of the required checks have been carried out on the staff. The staff have previously completed safeguarding children training, which is also included within staff induction procedures. Therefore, staff know to record any concerns and seek advice where necessary. However, they have not recently had the opportunity to keep up to date with safeguarding issues.

The children are supervised at all times and unauthorised persons are unable to gain entry to the premises and there is a record of visitors. Written risk assessments have been undertaken and reviewed. Some positive steps have been taken to keep the children safe, for example, the radiators are fitted with guards. However, not all hazards in relation to the nappy changing areas and staff room have been identified and minimised, which does pose a risk to the children's health and safety and is a breach of requirements. Provision has been made for babies and children who wish to have a sleep, for example, babies sleep in cots and young children sleep on plastic mats. Each baby and child does have their own bed linen. However, the bedding which is used to cover the children's sleep mats is not suitable.

The management team have demonstrated the capacity to adequately tackle any identified areas of weakness. There are clear improvement plans in place and these are devised, after the views of the owners, parents and the staff team have been sought. As a result of listening to parents, the owners are planning to improve security.

There is an established system in place to gain information about children before they start at the nursery, which includes their individual needs, backgrounds, routines, interests and starting points. Parents are well informed about all aspects of their child's development. For instance, parent meetings are held twice a year, to discuss each child's progress and current interests. Parents also receive regular information via notice boards, newsletters, daily information sheets and daily verbal feedback from the staff.

The setting has started to communicate with other childcare providers who are also supporting children who attend the nursery, such as the local children's centre. Although, these links are not fully effective as they have not made contact with all of the other settings. The nursery has developed links with the local college, for example, students attend work placements at the nursery.

The staff have created a welcoming and inclusive environment, in which to care for the children. They are experienced in working with children who have special

educational needs. The lead member of staff has attended relevant training and well-established channels of communication between all partners involved with individual children are in place, which successfully promotes their learning, development and welfare. For example, regular meetings are held and individual education plans are fully implemented.

Staff adequately support children who speak English as an additional language, for instance, they find out about the child's home language, any significant words and use translation booklets. The children are developing positive attitudes to others. This is because they learn about a broad range of interesting events, such as Christmas, Chinese New Year, Diwali, Easter, St Patrick's Day and Eid.

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

The cook has completed food hygiene training. Meals, such as tuna pasta bake and bread and butter pudding with custard are offered to the children. The children have good appetites and enjoy their food very much. They are successfully developing their self-help skills; they independently access their own drinks and serve their own lunch. Planned activities such as growing, harvesting and eating tomatoes and lettuces introduces the children to healthy ingredients. The children understand and adopt healthy habits, such as good hygiene practices. They know to wash their hands prior to eating and baking.

The children are happy, settled and enjoy learning, for example, a group of children became excited, when it was time to get ready to play outside. The children negotiate an appropriate pathway when running or using wheeled vehicles. They move with speed and successfully avoid any obstacles. Some children also like to get together with their friends to push the dolls' prams around the outside play area.

Children are beginning to learn how to keep themselves safe because the nursery has devised a fire evacuation procedure, which has been practised with them. The staff are taking appropriate steps to ensure resources and that the environment is sustainable. For example, the children are encouraged to handle toys and books appropriately and they are also involved in recycling products.

Activity planning responds directly to children's individual needs, interests and stages of development. The system is easy to follow and all staff working with the children know how each part fits together. Children's records show their achievements and progress. Observations are linked to the six areas of learning and identify what needs to be included in planning for children's individual progress. Monitoring systems have also been introduced and the staff are able to demonstrate how the children are making satisfactory progress in their learning and development.

The children have daily opportunities to be involved in messy and creative play. This is throughout all age groups, such as babies playing with the sand, cornflour and paints. The children can complete a simple program on the computer and join

construction pieces together to build various objects, such as a rocket. The children are developing an interest in the natural world, for example, they recently watched the chicks hatching from their eggs.

The staff are positive role models; they are friendly, approachable and consistently give the children lots of praise and encouragement. As a result, the children are generally well behaved, for example, young children use manners when prompted to do so and enjoy singing the 'please and thank you song'. Some children show care and concern for others, for example, one child comments, 'I want to be a vet and make animals better'.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 3 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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