

Greenways Nursery School

Inspection report for early years provision

Unique reference number

120051

Inspection date

02/03/2011

Inspector

Catherine Greenwood

Setting address

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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

Greenways Nursery School was registered in 1992. It operates from the Methodist Church Hall in Hale village on the north side of Farnham in Surrey. The nursery school is managed by a parent committee and serves the local area. Children have access to a hall, kitchen, toilets and an enclosed garden for outdoor play.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 17 children under eight years at any one time. There are currently 31 children from two years six months to five years on roll. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to children. It is open Monday to Friday from 9.30am to 12.45pm term time only. The provision currently supports children who have English as an additional language and who have special educational needs and/or disabilities.

There are seven members of staff who work with the children, all of whom have or are working towards early years qualifications, including the manager who has a qualified teacher status for working with children in the early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are well met due to effective partnership with parents. The setting is led by a strong management and staff team, however they have failed to provide evidence that staff checks have been completed, which is a specific legal requirement, and consequently, children's safety cannot be assured. Ongoing consultation with the local authority and self-evaluation processes lead to continuous improvement. Since the last inspection, the provision has introduced new initiatives that have a significant impact on improving outcomes for children. Most regulations and aspects of good practice are met.

What steps need to be taken to improve provision further?

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

- ensure all records are available for inspection (Documentation) 20/05/2011
- provide evidence to Ofsted of the information used to assess suitability to demonstrate that checks have been carried out. Ensure this includes the unique 10/06/2011

reference numbers of CRB disclosures obtained and the date on which they were obtained (Suitable people)

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

- improve children's awareness of other languages and promote their understanding of disability
- improve the opportunities for children to learn the skills required for letter formation in practical activities.

The effectiveness of leadership and management of the early years provision

Overall, staff have a good knowledge of child protection procedures. However, at inspection the nursery was unable to provide evidence of staff's suitability. Criminal Record Bureau disclosure numbers and the date on which they were obtained were not available, which is a specific legal requirement. The lack of evidence impacts on the ability to fully assure children's safety around the suitability of adults working with them. Staff are extremely vigilant about promoting children's safety on a day-to-day basis, however. For example, the effective implementation of detailed risk assessments during outings, helps to ensure their safety. Staff work well as a team. The manager has a very motivated approach and uses her teaching knowledge and experience to initiate change. She has a clear vision for the provision, and strives to include staff, children, parents, and the nursery committee in self-evaluation processes. For example, since the last inspection a cafe style snack bar has been introduced that promotes children's independence and learning. However, some elements of good practice have been overlooked, such as the opportunities for children to develop their mark making skills through a wide range of media. They have also failed to realise that the specific legal requirement regarding staff's suitability checks have not been met. Recommendations from the last inspection have been met.

The experienced, qualified, and diverse staff team provides children with a good range of activities and experiences. Children's inclusion is successfully promoted through group games, one to one support, and the use of a visual timetable. Resources that reflect positive images of diversity are made easily accessible. However, there are limited opportunities for children to learn about some differences within the wider world.

Partnership is good. Liaison with reception teachers who visit the setting before children start school means that information about children's learning and development is shared and facilitates a smooth transition. The nursery writes reports for other early years provision that children attend so they are provided with continuity of care and learning. The provision operates an open door policy for parents. They have plenty of opportunities to talk with key workers about any concerns and share information about their children, for example, through regular meetings and informal daily discussion. Parents are very happy with the provision,

for example, they say 'staff are very friendly, I really like the small size of the nursery, and there is always something different for them to play with'.

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

Children make good progress in relation to their developmental starting points. Staff promote children's learning and development through effective assessment and planning, and have clear objectives for them to reach their full potential. Each child has their own individual education plan, which is shared with parents and includes the next step for their individual learning in all areas of development. In addition, there are systems in place to ensure that all aspects of the early learning goals are implemented. Children are provided with a good range of free play and adult-led activities that foster active learning, both indoors and outdoors. For example, they enjoy outings in the local community, and to nearby Forestry Commission woodland areas. Parents are fully included in these events.

Children are very happy and show enthusiasm for learning. They form good friendships and are confident to approach staff when they need help. They are keen to participate in activities and are confident about making their own choices and decisions. Children are well behaved and cooperative. They learn to recognise their name using cards for registration at snack times. Their ability to complete this successfully is initially supported through the use of pictures. Children have good opportunities to develop their vocabulary and communication skills as staff ask them open-ended questions. Consequently, they are confident to talk about events in their own lives, such as their new pet puppy, and share their own thoughts about what they might see on outings. Staff promote children's ability to recognise the sounds of letters of the alphabet and make associations. However, there are limited planned activities to promote their early understanding of letter formation within practical activities. Children's interest in books is developed through small group story times.

Children are encouraged to count in numerical order, for example, as they take part in 'headcounts' during outings. They are encouraged to notice differences in size as staff suggest they compare footprints made by their wellington boots in the mud. They develop information and communication technology skills as they operate programmes on the nursery computer. There are excellent opportunities for children to explore the local environment and nature through a range of outings. During visits to woodland areas they are given bags to collect objects, such as fir cones, and are encouraged to notice things in the environment through using simple visual 'check lists' which include photographs of insects. Children have excellent opportunities to develop their senses, for example, as they touch and feel moss on trees and make bark rubbings. Staff encourage children to notice the effects of the wind on the cheeks when they are outside. Children try food, such as prawn crackers related to festivals, for example Chinese New Year and have opportunities to take a 'Greenways bear' home, take photographs and share experience of their travels with other children. However, resources to promote their understanding of different languages and disability are limited.

Staff have clear aims to keep children active, be outdoors as much as possible and make activities fun. Consequently, children show great enthusiasm for physical play. They develop good self-confidence and coordination as they jump off fallen tree trunks, walk along low suspended chain bridges and climb up high wooden constructions in woodland areas. Some children are keen to attempt new challenges, for example, as they independently slide down a fireman's pole.

Children choose to enter into imaginative play with others. This is evident as they stamp about on large wooden apparatus and pretend to be giants. They paint freely and are encouraged to create their own interpretations of real life objects, such as catkins. A wide range of resources is made easily accessible for children to be independently creative.

Children's understanding of danger and how to stay safe is developed through clear information and expectations. For example, they learn why they need to wear florescent bibs on outings, the importance of staying close to their parents and staff, and what they need to do if they are approached by any unknown dogs. Children cooperate well with safety rules. For example, they quickly stop and listen when staff blow a whistle to bring them together in woodland areas.

Children show they feel safe and are confident to confide in adults at the provision. However, the lack of evidence that the staff caring for them are suitable to do so, potentially impacts on their safety. Children are protected from the risk of cross infection as staff encourage them to follow good hygiene practice. They take part in regular physical activity, and are provided with healthy snacks and drinks. Staff are receptive to children's interests in healthy food and use these to plan activities, such as cooking, where children make 'scooters' from tomatoes and cheese. They respond to children's ideas that help to extend their learning, for example, when they decide to paint pictures of their favourite fruit and vegetables.

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?	3
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	3
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	4
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	3
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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	4
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure there are effective systems to ensure that the registered person and any person caring for, or in regular contact with, children is suitable to work with children; in particular by providing evidence of an enhanced Criminal Records Bureau check (Suitability of persons to care for, or be in regular contact with, children) (also applies to the voluntary part of the Childcare Register) 10/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register (Suitability of persons to care for, or be in regular contact with, children) 10/06/2011