

# The Green Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY265436

**Inspection date**

19/05/2011

**Inspector**

Teresa Taylor

**Setting address**

286 Pershore Road South, Kings Norton, Birmingham, West  
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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**

The Green Day Nursery opened in 1988 and was registered under a new owner in 2003. It operates from five rooms in two buildings. The nursery is situated in the Kings Norton area of Birmingham. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 7:15am to 6:30pm for 51 weeks of the year. All children share access to a fully enclosed outdoor play area.

There are currently 141 children on roll. Of these, 90 are in the early years age group and 52 children receive funding for early education. Children come mainly from the local community and they attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language. The setting is registered on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 18 members of staff. Of these, 15 hold appropriate early qualifications at Level 3, one at Level 2 and two are unqualified.

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

Overall the quality of the provision is outstanding.

Children are exceptionally happy and feel very secure in the care of the staff. They are provided with an extensive range of play activities which ensures they are making excellent progress in all areas of learning. Staff have a superb understanding of the Early Years Foundation Stage. Well-written policies and procedures underpin the nursery practice and all required documentation is completed accurately. There are excellent partnerships with parents and other settings. All staff hold current enhanced Criminal Record Bureau Checks and the staff group actively seek ways to continually improve.

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

To further improve the high quality early years provision the registered person should consider:

- recording starting points for all children.

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

Staff are totally committed to safeguarding children and are very well informed about procedures required to keep children safe, including the requirements of the Local Safeguarding Children Board. They include safety procedures in their induction process and this includes visitors to the building. Policies, procedures and

documentation for the effective and safe running of the setting are well organised and effectively implemented. Parents have access to copies of all policies and procedures, ensuring they are fully aware of how the nursery operates and the care their children receive. Staff actively promote all areas of equal opportunities and inclusion and provide a wide range of resources and activities to support children's understanding. The indoor and outdoor environments are risk assessed to ensure any potential hazards to children are minimised or removed. A regular checking and cleaning schedule ensures children are kept safe and the risk of cross-infection is minimised.

Staff have a clear vision for the future of the setting and have identified areas for improvement. These include, continually assessing their setting, sharing best practice and extending their local networks. The staff group is strongly committed to continuous improvement to enhance opportunities and outcomes for children's learning and development. They appropriately managed their previous recommendations to improve hygiene procedures, provide more opportunities for independence and more child-led activities. These changes have had a positive impact on the children. Staff are proactive in obtaining the opinions of parents and children and they reflect critically on their practice at all times. Parents have access to daily discussions, daily diary sheets and regular questionnaires. They are welcome at any time to make appointments, at their convenience, to discuss any areas of their child's care and development. They are actively encouraged to be fully involved in all aspects of their child's care and learning and to share their knowledge and expertise. For example, cooking ethnic foods and information about cultural festivals. Recent comments from parents included 'wonderful', 'they include the whole family', 'they check passwords and challenge people they don't recognise', 'children are very happy' and 'we have good relationships with staff and a good web site'. The group have excellent relationships with other settings that the children attend or are moving on to and are very happy to work with other professionals or outside agencies to ensure the best opportunities are provided for all children.

Staff actively promote the uniqueness and individuality of each child. They provide superb age-appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. Children are encouraged to be proactive in their own learning. Staff ask open-ended questions, reacting positively to child-led or child-initiated activities and encouraging children to explore and investigate their surroundings.

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

Children make outstanding progress as they enjoy a very wide range of enjoyable and stimulating activities. They are exceptionally well settled and relaxed and are given a high level of support that ensures that they develop fully as individuals in a holistic environment. Well-thought-out planning ensures children are provided with an extensive range of creative learning experiences which keeps them involved and eager to learn. Information is obtained about most children's starting points

and extensive observations and assessments of children's progress ensure all aspects of individual needs are met. Children's next steps are clearly traceable through their learning journey folders which provide clear evidence of identified and well-managed areas for progression and development.

Children are exceptionally confident when exploring the environment both indoors and out. They play a full and active role in their own learning, make choices, decisions and extend activities, with staff providing support as appropriate. A superb range of activities help children to understand the wider world as they explore the natural environment both in the garden and, through well-thought-out topics. Children have a planting area and grow a wide range of vegetables and herbs which they pick and eat. Children discuss other cultures, abilities and disabilities and celebrate festivals through a range of art and craft activities, stories and different cultural foods. Children have an excellent range of resources to promote their independent learning. They explain why people use wheelchairs and understand that everyone is different. Children freely express their feelings, ask for help when they need it and willingly share. The babies display their happiness as they easily part from their parents or carers and settle very quickly with their staff. Children play both independently and together, understand why they need to take turns and are provided with very good information about emotions and how their behaviour affects others.

Staff are exceptionally good at promoting communication skills and this enables children to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, older children use an interactive board. Staff use phonics to enable children to locate a specific letter. The children use an electronic pen to locate and copy the letter and then find the icon to enable the programme to play a song or story related to the chosen letter. There is extensive labelling throughout the nursery and staff use it to enable children to compare the spoken and written word. Children develop skills in excess of their age. They know what a silhouette is and quickly match it to its partner picture. Children in all age groups are encouraged to try all activities with even babies enjoying messy play and producing a lovely frieze. Children play with foam. They compare the marks made by tractors tyres to those made by a brush and a scrapper. They explain the difference in width and discuss circles and lines. Older children have extended the theme of animals from around the world by choosing to complete art work from a children's film. They explain in depth why the mermaid needs a tail as legs 'won't do' under water. This activity is supported by another in water. Children eagerly catch fish with poles and hooks for the staff member's tea, count the fish, name their colour and identify the animals that would have lived in the empty shells. All activities are supported by an extensive range of resources. Children have access to an extensive range of writing and drawing activities and their work is displayed. Planning is child-led, linked to the six areas of learning, evaluated and extended. Children are actively encouraged to access books, sing songs, explore and investigate. They enjoy physical activities both indoors and out and play outdoors in all weathers using all weather clothing.

Children have a strong sense of belonging in the security of the nursery. They show they feel safe and are confident in asking why visitors are present, including

them in their games and giving superb explanations of what they are doing. There is a strong attachment between the children and staff. Children show their understanding of keeping themselves safe through their excellent behaviour and consideration of each other. They show they understand safety rules as they explain why they use resources carefully and eagerly help to tidy up.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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