

Greenacres Day Nursery

Inspection report for early years provision

Unique reference number	219970
Inspection date	25/05/2011
Inspector	Ann Austen
Setting address	Puxley, Potterspury, Towcester, Northamptonshire, NN12 7QS
Telephone number	01908 569127
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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 1990 and is privately owned. It operates from a converted bungalow situated in the hamlet of Puxley, near Potterspurty, in South Northamptonshire. The nursery is accessible to all children and there are three fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday five days a week all year round except for Bank Holidays and a short break between Christmas and New Year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 27 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 38 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to under eight years. The nursery provides funded early education for three and four-year-olds. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of childcare staff. All staff, including the manager hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a friendly, welcoming environment where their individuality is recognised. Staff effectively promote all aspects of children's welfare and learning with success given their age, ability and starting points. They are continuing to develop their knowledge of the Early Years Foundation Stage. Safeguarding procedures are good and ensures that all children are safe and protected. Strong partnerships are well established with parents. However, partnerships with other providers who deliver the Early Years Foundation Stage are not efficiently established. Self-evaluation is currently being developed to evaluate practice and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- lead and develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- develop further partnership working where children receive education and care in more than one setting to ensure effective continuity and progression

- by sharing relevant information with each other and parents
- develop further the use of the outdoor play area as a purposeful learning environment.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good. Staff are clear of their roles and responsibilities. This is because effective procedures are in place for identifying children at risk of harm and liaising with the appropriate child agencies. A safeguarding policy is in place and the designated person has attended appropriate child protection training. Risk assessments identify aspects of the environment that need to be checked on a regular basis and separate risk assessments are conducted for outings. As a consequence hazards to children are kept to a minimum and children's safety is maintained. Checks are carried out to ensure that staff are suitable before they have unsupervised access to children. Two members of staff hold current first aid certificates. Clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. As a consequence, children's health and well-being is well promoted.

The manager and staff have appropriate qualifications and experience. Induction procedures are secure and the manager encourages staff to attend additional training sessions to continue to develop their existing skills and knowledge. New appraisal systems are currently being implemented. Staff are continuing to develop their knowledge of the Early Years Foundation Stage, including assessment arrangements. They observe and assess children's progress and attainment towards the early learning goals and use this information to plan activities which builds on their existing knowledge and skills. The manager is beginning to take steps to evaluate the provision identifying strengths and potential areas for development. However, this is not fully implemented in practice. For example, clear systems are not in place to take identified areas forward and evaluation does not actively involve others, such as, the staff and parents. Recommendations raised at the last inspection have been met. Staff now follow appropriate hygiene practices, required adult to child ratios are maintained, children are developing their independence and self-care skills and assessment and planning systems have been developed. Consequently, outcomes for children have improved.

Staff form warm, caring relationships with all children. They ensure that children are listened to and are valued. Staff understand the importance of early intervention to support children with additional needs in order to promote their continual well-being and development. Pictorial displays and evidence of the children's work creates a welcoming environment to the children and their families. Resources and equipment are appropriate for the age of the children attending and effectively supports their learning. Care is taken to ensure that babies and toddlers do not have access to toys that may cause them harm. However, whilst children have daily opportunities for fresh air and exercise the outdoor area is not always used effectively to fully enhance children's development across the six areas of learning. This potentially compromises children's learning and development.

The effectiveness of the childminder's engagement with parents and carers is good. Relationships with parents are open, friendly and professional. Staff work closely with all parents to ensure that she has a good knowledge of each child's background and needs. This helps to ensure continuous and consistent care for the children and ensures that parents wishes are valued and respected. Prospective parents are given a copy of the prospectus and ongoing information is provided through notices and newsletters. Through a combination of information, conversations and assessment records each parent is well informed about their child's progress and attainment. They are encouraged to contribute to the assessment process by sharing their observations of their child's learning at home. Positive comments from parents show they value the staff and are happy with all aspects of the service provided. Management understands the importance of working in partnership with other providers who deliver the Early Years Foundation Stage. However, this is not successfully established in practice. Consequently, information to ensure continuity and coherence is not effectively shared.

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

Children are happy and well settled. They participate in a varied programme of activities which are developmentally appropriate and seek out their friends to share experiences. Children develop their independence and gain a sense of well-being when they are encouraged to take responsibility and to help with manageable tasks. For example, children learn to put on their own clothes and do up fasteners in preparation for school and help to serve the drinks at lunch time.

Children are effectively developing their communication skills. Staff respond to babies gestures and sounds and encourage them to mimic different animal sounds. Older children are encouraged to talk about what they are doing and learn new vocabulary. Children look at books for enjoyment and listen to stories attentively. They concentrate and enjoy answering questioning and say familiar phrases out loud. Older children are beginning to link sounds to letters as they play games and are beginning to understand that print carries meaning. Through mark making, drawing and personal writing children are beginning to ascribe meaning to text. Older children are beginning to write recognisable letters as they attempt to write their name on their drawings. Children are provided with opportunities to develop their problem solving, reasoning and numeracy skills. They count with growing confidence, weigh and measure ingredients during cooking activities, learn to differentiate because big and small and complete puzzles.

Children enjoy imaginative play. They make dens under the willow tree, act out a wedding, prepare picnics for the dollies in the home corner and pretend to visit a pet shop. Children enjoy exploring a range of natural resources such as pine cones, corks and wooden pegs. They play in water, dig in the sand, immerse their hands in custard and make shaving foam ice cream cones. Children finger paint, make models out of recycled materials and paint pictures with string. They sing songs and babies enthusiastically shake the tambourines and shakers to the sound of the music. Children are developing their knowledge of the world around them.

They enjoy nature walks, collect autumn leaves, plant seeds to learn about growth and hunt for mini beasts. The computer is effectively used to support children's learning. Children enjoy special celebrations. For example, children celebrate the Chinese New Year and the Dutch Clog festival. They taste Irish soda bread on Saint Patrick's day and make Welsh cakes to celebrate Saint David's day.

Children receive warm, responsive care and as a consequence feel secure and are developing the confidence to explore and try new things. They are learning about potential danger and how to protect themselves from harm. For example, children learn about road safety and why they need to wear hats and apply appropriate factor sun cream in order to protect them from the sun. Children's behaviour is good. This is because staff praise positive behaviour and implement clear rules and boundaries. Children are actively encouraged to share, take turns and to be kind and caring towards one another.

Children are learning to keep themselves healthy by adapting good personal hygiene routines. For example, children know that they wash their hands after using the toilet which helps to prevent the spread of infection. Nappy changing routines are secure and meal preparation areas and the toilets are clean and appropriate for their purpose. The nursery has been awarded a 'Five Star' rating for food hygiene. Children enjoy being physically active and are to rest and sleep according to their needs. Babies are encouraged to develop their physical skills, such as learning to walk and older children thoroughly enjoy more robust play in the large outdoor play areas. For example, children run freely, climb the climbing frame, balance on the tree truck and squeal with delight as they rock faster on the rockers. This helps to improve children's coordination, control and movement. Children are provided with meals and snacks that are appropriate to their age. They are varied and nutritious which promotes children's healthy growth and development. For example, children enjoy tuna pasta bake, cottage pie, fresh fruit and yoghurt. Fresh drinking water is available at all times. This ensures children remain well-hydrated and comfortable at all times. Younger children develop their independence with eating, for example, using a spoon and older children sit together around table which effectively aids their social development.

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	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	2

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	2
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

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