

Greenways Nursery School

Inspection report for early years provision

Unique reference number	120050
Inspection date	13/06/2011
Inspector	Christine Clint
Setting address	Snoxhall Pavillion, Snoxhall Fields, Knowle Lane, Cranleigh, Surrey, GU6 8JW
Telephone number	07929922415
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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

Greenways Nursery School has been registered since 1988. It is situated in the village of Cranleigh in Surrey, within the grounds of the Snoxhall fields. The nursery is based in a pavilion and comprises of one large room, toilets, kitchen and open access to an enclosed outdoor area.

The nursery is registered on the Early Years Register to care for a maximum of 26 children from two years to the end of the early years age group. There are currently 26 children on roll and the nursery provides funded educational places for children aged two, three and four years old. The nursery opens Monday to Friday during term times from 9.00am until 1.00pm. Children attend from a wide catchment area and for a variety of days each week. The nursery supports children who have English as an additional language and children with special educational needs and/or disabilities. There are five staff working at the nursery, including the manager. Three staff hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a wide variety of interesting activities every day and children have freedom and ample choice. Staff are consistently deployed and children are making steady progress in their learning and development; some older children are making good progress. The nursery has mostly followed the recommendations from the last inspection and this has generally benefitted children's welfare and learning. However, not all policies and procedures are in place and there are some less effective areas of organisation throughout the provision. Some gradual improvements have been introduced, although the nursery has not formed cohesive systems to measure the effectiveness of the provision in order to secure further improvements.

What steps need to be taken to improve provision further?

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

- provide a procedure to be followed in the event of a child going missing and ensure this information is given to parents. 11/07/2011

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

- increase staff knowledge of the Early Years Foundation Stage to provide a balance of adult-led and child-initiated activities using information gained

from children's assessments, also ensure that activities are pitched at children's level and linked with their individual learning needs and their next steps for development

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development that will improve the quality of provision for all children
- develop systems for staff induction and include regular staff appraisals to ensure the ongoing suitability and performance of staff, to identify training needs and ensure that contingency plans are in place for absences and emergencies
- include regular fire evacuation drills and record details in a fire log book.

The effectiveness of leadership and management of the early years provision

The nursery has an appropriate range of policies and procedures in place to meet the requirements, although a written procedure for missing children has not been included and shared with parents to fully ensure children's welfare is sustained. The provider is currently reviewing all policies and enabling parents to read these one at a time, this ensures parents' understanding of the regulations and promotes the safeguarding of children. The provider and staff know their duty to respond to any concerns or to follow any complaints from parents. There are daily systems for assessing risks to children and records show that staff manage appropriately to keep children safe. Staff are well deployed and monitor children at all times, especially on arrival and departure, they record accidents and know the regulations for administering medication. Fire equipment is in place and evacuation procedures are established, although the fire log showing regular practise for staff and children is not available. There are some inconsistent records regarding staff induction, appraisal and ongoing training for example, only one staff member has current first aid training and although this staff member is present every day, there are no contingency plans for emergency first aid cover.

The leadership and management of the nursery is generally effective in focussing on the priorities of the children and in meeting the regulations, for example there have been several staff changes since the last inspection and the introduction of the Early years Foundation Stage. However, the provider has not yet developed systems to evaluate any strengths or weaknesses or include the staff in these processes. There have been improvements since the last inspection and especially in the daily availability of secure, outdoor play for children. The provider has also introduced key person systems and records of children's progress in learning and development. There are planned themes and topics and most children show interest in taking part in activities, although the level of challenge is often aimed at engaging the older children and staff show less understanding of developing planned or spontaneous purposeful play. Staff do show a clear awareness of children's ability levels and their characteristics, although individual next steps in development are not included in the assessment records to enable staff to show how they plan and encourage children's progress.

The nursery provides an inviting range of well planned resources, which children

can self-select for the majority of the session. The activities are well organised and ready from the start, children show that they know the whereabouts of play equipment, they move freely and independently and children can choose outdoor play at times. Older children show stronger confidence and levels of ability gained from their increasing independence. Children have opportunities to learn about different festivals at times and staff show some support for helping children who are learning English as an additional language. There are policies in place to assist and promote the learning of children with special educational needs and staff are nominated for leading this role.

Parents are welcomed and enter the setting regularly, they show strong support for the nursery and clearly appreciate the variety of play provisions for their children. Parents know their child's key worker and can regularly make contact; there is frequent verbal exchange. There is a notice board with information available and parents have regular newsletters. They can follow daily procedures to record who is collecting their children and this ensures staff awareness and promotes children's safety. Parents are currently invited to read updated policies and they can sign to show their understanding. Most parents do provide initial information about their children's ability levels at the start of attendance and this is used to form the records of children's assessment and ongoing learning. Parents do have access to children's scrap books which include the work sheets children have completed and they are informed of planned learning, for example the next 'letter and number of the week'. A daily clipboard provides themes and topic information and parents also have notices to invite them to special performances. The nursery has links with the local community, children visit the library very regularly and go on 'bug hunting' walks in the fields. There are soundly established procedures with local schools when children are due to transfer and this promotes their understanding and well-being.

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

Children and parents are welcomed into the provision, they show a sound awareness of the daily routines and follow these by encouraging children to self-register using their photographs. Children have complete freedom to choose activities from the start because these are well organised and prepared before they arrive. Older, more confident children sit together at the 'play dough table', they take part in lively interaction with each other, making pretend faces in the dough and laughing when they add three eyes instead of two. Some children show less confidence and play alone at times, they are keen to be involved with staff and respond quietly taking their time when matching colours on the light box. Children dig in the sand, they paint at the easel and eagerly take part in role play wearing dressing up clothes and positively stating that they are 'a doctor, not a nurse'. Children learn to mix the paint for their painting activity, they look at pictures of real lions and talk about the difference between male and female lions, noticing colours and talking about whiskers. Children are learning about the wider world at times through some organised activities.

Children take part in frequent mark-making and they are encouraged to understand that marks carry meaning. For example, children find pens to mark the white board to signify that they have had their snacks and this simple procedure is clearly understood by all the children attending. Children also use prepared work sheets to copy letters and numbers, they are praised for their precise colouring and their recognition of shapes and colours. Some children have individual support for completing tasks and staff are keen to show that these activities are chosen by the children. Other opportunities for learning do involve games and children show a developing awareness of recognising and naming shapes when playing a card game together, they enjoy matching these and identifying when the pictures are the same. There are weekly themes which include a 'letter and number of the week', children learn to copy the sound and link this with the beginning of a word during group time, although for many of the younger children this style of learning has less meaning.

Children have access to the secure outdoor play area at organised times, they ride in the cars and peddle the bicycles, balancing items in the wheel barrows and carrying dolls. They rattle and shake the musical instruments whilst moving and show some interest in the variety of sounds these make. Children make full use of all the play activities prepared in advance and they do develop their own ideas at times, for example starting to build with the wooden blocks. However, children's spontaneous play is not always extended by staff or purposefully encouraged to offer challenge for their next steps in learning.

Older children show appropriate levels of independence, managing their own personal care and following daily routines for snack and lunch times. They are reminded to wash their hands to ensure cleanliness and this promotes their understanding of being healthy. Children have healthy options for snack time, they eagerly choose pieces of fruit and manage spreading their own butter on the bread and pouring their drinks. They choose when to use the snack bar, sitting together at small tables and beginning to learn social skills. Children recognise and use their individually made place mats, these are laminated to ensure hygiene and children remove them from the table when they have finished eating. They are following daily routines well and responding to the staff positively. Children have ample energy and opportunities for physical exercise every day. They are in a safe environment and they mostly understand the nursery rules of not entering the kitchen or the storage cupboard, although new and younger children have less opportunity to understand, they are learning through copying the older children. There are clear examples of sharing and taking turns, staff encourage children to learn about each other's feelings and to participate and work together or alongside each other. Children are generally developing skills for the future.

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	3
The effectiveness with which the setting deploys resources	2
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	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	3
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Outcomes for children in the Early Years Foundation Stage

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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