

Greengables Day Nursery

Inspection report for early years provision

Unique reference number EY408258
Inspection date 21/06/2011
Inspector Jacqueline Munden

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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

Greengables Day Nursery is one of 40 privately owned nurseries run by Childbase Limited. The nursery was registered in 2010 and operates from a new purpose-built building in Sandhurst, Berkshire. Children share access to enclosed outside play areas.

The nursery serves the local community and the wider area. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 90 children aged under eight years. At present there are 12 children on roll in the EYFS age range. The nursery receives funding for the provision of free early education to children aged three and four years.

The nursery operates each weekday from 8am to 6pm, excluding Christmas and Bank Holidays. Children attend for a variety of sessions. There are three members of staff working with children, two of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed into a caring and nurturing environment where they are valued and included. All aspects of their health and safety are extremely well promoted due to the highly effective operating systems in place in the nursery. Overall, children's learning and development are promoted successfully. This is supported by the exceptionally well resourced and accessible setting and by the very strong relationships forged with parents. In the short time since registration, rigorous self-evaluation is being used effectively to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop all staff's knowledge in using the observation, assessment and planning system and increase opportunities for children under three years to develop their skills in using information and communication technology to fully enhance their on-going learning and development.

The effectiveness of leadership and management of the early years provision

Extremely high regard is given to ensuring children are safeguarded. Robust recruitment and vetting procedures ensure all adults are suitable to work with

them. All staff are trained in child protection and are aware of the appropriate procedure to follow should they have a concern regarding a child in their care. Staff receive mandatory company training as part of their induction and follow the comprehensive range of procedures that underpin their good practice. Risk assessments are used effectively to ensure children are kept safe and healthy. The use of closed circuit television at the entrance and throughout the nursery ensures children are kept safe and secure as well as offering opportunities for parents to observe their children from the parent's room. Children's good health is assured as staff follow stringent hygiene routines such as when changing children's nappies. Children enjoy and benefit greatly from the healthy and nutritious meals provided. Children thrive in the vibrant and easily accessible environment. Areas are superbly organised and resourced both indoors and outside attributing to their good outcomes. The vast range of good quality resources meets the developing needs of all children, although, the provision of some equipment does not always fully promote skills in information, communication and technology for children aged under three years. Leadership and management work cohesively in this newly registered setting to provide effective support to staff and secure the safe and smooth running of the setting. They demonstrate high aspirations for quality; they use self-evaluation and development plans to drive improvement.

Equality and diversity are promoted well which ensures all children are valued and included. The effective key person system ensures children's individual care and learning needs are met well. Staff caring for babies recognise the benefit of using sign language and are beginning to use it to support children's speech and language development. Equipment and resources meet children's developing needs and allow them all to take part. For example, very young children can easily access the low level painting easel. Although no children with English as an additional language or with special education needs and/or disabilities attend at present, systems are in place to support them should the need arise. Highly effective links are made with parents and other agencies and professionals involved in children's care and development. This is significant in helping children to settle and progress and demonstrates the setting's commitment to further developing its good practice. For example, parents are invited to come into the nursery, with special events being planned regularly. These include a father's breakfast and a session to celebrate Mothers Day at which children make pasta necklaces with and for their mum. Parents are fully included in all aspects of their child's learning as they contribute to plans for their next steps. Parents report they are extremely happy with the high levels of care their children receive and the good progress they make. In time, they will be invited to complete annual questionnaires and at present some contribute to the comments book.

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

All children are happy and settle quickly in the nursery due to the care taken to meet their individual needs. They feel safe and secure, building close relationships with staff that ensure they are valued and included. In the short time since registration, systems to observe children's progress and to plan for the next stages

in their learning and development have been implemented well. Development records show that children that have attended the nursery for several months are making good progress. Most staff are skilled in delivering the education programme which includes a good range of adult-led activities to promote selected areas of learning and to meet children's planned next steps. Staff are enthusiastic and interact purposefully with children helping them to learn and develop.

Babies benefit from being held when being bottle fed, and being cuddled and comforted when needed which ensures they feel safe. Children aged under one year enjoy a wide range of interesting activities that allow them to explore and experience different mediums. For example, they use their hands to paint; examples of their art which are laminated and hung around the decked area for all to see and enjoy. Children have many opportunities to develop their muscles and control of their bodies as they crawl through the tunnel and roll giant cotton reels. Young children develop language skills as staff interact with them well. For example, sitting at the water filled mat, staff name the animals and their colour children pass them. Children's curiosity is stimulated and coordination developed as they closely examine the various objects in the treasure baskets, enjoying the clanging sound as they bang the metal spoons together. They have some opportunities to use electronic toys which they discover makes sounds when the appropriate buttons are pressed. Children sit in suitable supportive low level chairs at meal times. As a result, children can see each other at meal times and feel included.

Children aged two and three years take part in a varied range of adult-led planned activities. For example, they make fruit kebabs to help them learn about healthy eating. They equally enjoy initiating their own play and confidently move around, selecting activities both indoors and outside. For example, dressing dolls and completing puzzles. Therefore children are motivated to learn and make good progress. Children learn good skills for the future as they develop mark making skills and use of numbers. For example, children eagerly catch fish with magnetic fishing rods. They learn the numbers on the fish and count how many they have caught. Boys use notepads to write their scores, understanding that writing has a purpose. Children are beginning to recognise their names due to the many name and photograph labels used throughout the daily routine. For example, they self register on arrival and as they leave and find their tray to place completed art work in. Children generally develop good IT skills as they have some opportunities to use the computer and interactive board in the pre-school room. In their own base room, they can access some other electronic equipment such as calculators. The natural world is discovered as children dig in the garden and hunt for creatures to examine. Children develop creative skills selecting equipment and materials from the art trolley. They take part in group activities such as building and painting a dragon to celebrate St Georges Day. This is used as a prop to learn the story and to extend role play ideas.

Children play a very positive contribution to the setting. For example, they learn great respect for each other through learning to play collaboratively and manage their own behaviour. Staff provide good support to enable this through effective role modelling of good manners at meal times and offering strategies to help them take turns such as using an electronic traffic light style timer at the computer.

Children learn about their community and the wider world as they take part in charity events and activities to celebrate festivals. They taste traditional foods of different countries and use a wide range of equipment that promotes positive images of all people in society. Children are developing high levels of independence as they learn self-care routines and serve their own food at meal times. They are supported appropriately in placing paintings on the drying rack and putting shoes and coats on.

Extremely effective systems help children learn to keep safe. They are introduced to the concept of assessing risks and the impact it has on them and how to keep safe. For example, before setting up the newly acquired fish tank, staff and children talk about the hazards and how to avoid being hurt. Children understand the wet floor sign means the floor may be slippery and need to take extra care. The careful and safe use of knives is learnt as children prepare and cut their fruit at snack time. Children are learning about healthy lifestyles exceeding well. They spend lots time outdoors and in all weathers. Children develop physical skills as they balance along beams. Staff talk to children about exercise and how it affects them as they take part in exercise. They learn what is good for them to eat and access their drink bottles freely. Children are learning that following hygiene routines such as washing their hands before eating will help keep them healthy.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	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	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: Met

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