

Greenacres

Inspection report for early years provision

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Inspection date

24/06/2011

Inspector

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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

Greenacres is one of four settings run by Greenacres Nurseries Limited. It opened in 1999 and operates from six rooms in a converted house. It is situated in Hampton. A maximum of 46 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from three months to five years on roll. Of these, eight children receive funding for early education for three to four year olds. Six children receive funding for early education for two year olds and one child receives an early years additional needs grant. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. Children come from a wide catchment area.

The nursery employs 13 members of staff, of these, 12 hold appropriate early years qualifications and one is working towards Early Years Professional Status. The newest member of staff is aiming to start a qualification in the near future.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides exceptionally high quality care and education for children. The partnerships with parents, the local school and other agencies are a key strength. These are significant in making sure that the needs of all children are met, along with any additional support needs. The setting successfully provides an outstanding service that is inclusive to all families. Self-evaluation is effective and, as a result, a high majority of staff show that they have the capacity to make on-going improvements to the already high quality provision.

What steps need to be taken to improve provision further?

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

- continue to review and evaluate the training needs of all staff to ensure consistency of staff knowledge with adhoc children

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as all staff receive regular training and are well informed about their responsibilities for protecting children. Highly effective recruitment procedures are in place and staff hold appropriate qualifications. Robust risk assessments are in place and children are aware of how to keep themselves safe. All of the required policies and procedures are clear and in place. Management have high aspirations for quality through on-going improvement. They are exceptionally successful in inspiring the staff team to maintain high standards and continuous improvement. Previous recommendations from the last inspection have been addressed and clear systems for self-evaluation are maintained. Staff provide a highly stimulating and welcoming environment for children. There are an abundance of sensory resources for children to experience. The premises are well organised in order to meet the needs of the children and encourage their curiosity and opportunities for independent learning. The excellent deployment of staff at the setting further protects children's safety and provides significant support for each child. Staff show a clear commitment to the children which means that they are exceptionally well cared for and are making excellent progress in their development. Babies are nurtured and stimulated extremely well by staff, this has a significant impact on their learning and development. Staff have a comprehensive understanding of the Early Years Foundation Stage. As a result planning provides children with an imaginative and flexible curriculum which covers the six areas of learning. Portfolios of children's progress are very well organised, assessments and next steps illustrate how they are making progress towards the early learning goals.

Staff work closely with parents to gain a thorough understanding of each child's circumstances, abilities and needs, enabling them to recognise and value each child's individuality. Consequently, children settle well and are extremely confident in their play and learning. Staff have a clear understanding of how to work effectively with other agencies to support the inclusion of children with identified special educational needs and/or disabilities. They have established good links with a local school, so helping children's confident transition to the next stage of their learning. Parents hold the nursery in extreme high regard, having adoration for the continuity of care during transition from baby room to nursery.

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

All children and babies show a solid sense of security and feel safe within the setting as a result of the exceptional organisation. Consequently children are very happy and well behaved as their individual needs are exceedingly well met. The children confidently explore their environment with ease and are eager to try new experiences. They are developing concentration skills and work determinedly to complete tasks, using their own ideas and imaginations to develop their creations. Children's personal and social skills are extremely well developed. From their early days at nursery they are very confident in their relationships with others, for

example as they spontaneously co-operate with each other to solve challenging activities.

Children show consistently high levels of independence and sustained attention in their play and activities as they freely choose and use a wide range of interesting resources indoors and out. Consequently, children are establishing a good basis for their future development and learning. Children are developing their senses and physical skills as they access an excellent range of creative play materials. Their environment is very welcoming and organised into areas of learning. Consequently children are able to easily access interesting activities that support their progress towards the early learning goals. For example, activities for mark making, art and role play are available for children to explore.

The nursery offers a wealth of opportunity for children to express their independence. Children's good health is exceptionally well promoted as they learn the importance of following good personal hygiene routines. Healthy meals are available throughout the day, helping to contribute to a balanced diet. Children wash their own hands and serve themselves at lunch time. Children kindly remind each other how to sit carefully at the table when they are eating. Children are safe and secure while attending the nursery as staff place a strong emphasis on their safety and welfare. Children are also taught how to keep themselves safe through activities such as learning the green cross code.

They demonstrate exceptionally good behaviour as staff are good role models and effectively support their learning if needed. Children are praised and encouraged throughout the day and their individual needs are met. Children benefit from spontaneous learning opportunities. For instance, how it feels when they have glue on their hands. Children are happy and consider each other as they make choices about what they want to play with by helping themselves to resources. They speak with confidence and listen attentively to each other. Overall this is a highly stimulating and enriching environment that clearly has a significant impact on the children's learning and 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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