

# Greenlands Nursery Unit

Inspection report for early years provision

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<b>Unique reference number</b>	309745
<b>Inspection date</b>	27/09/2011
<b>Inspector</b>	Sarah Taylor

<b>Setting address</b>	Greenlands CP School, Dawnay Road, Ribbleton, Preston, PR2 6BB
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**Email**

<b>Type of setting</b>	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**

Greenland's Nursery Unit is run by a management committee and was registered in 1998. It operates from one room within Greenlands County primary school which is situated in the Ribblesdale district of Preston. Children have access to a secure enclosed outdoor play area and also use the main school hall. A maximum of 16 children aged three to five years may attend the group at any one time. The group serves the local area and children attend for a variety of sessions. The group opens Monday to Friday during term time. Sessions are from 8.30am until 11.30am and from 12.30pm until 3.30pm.

There are currently 32 children on roll who are within the early years age group. Of these, 29 are in receipt of funding for early education. The group supports children who speak English as an additional language and also supports children with special educational needs and/or disabilities. The group is registered by Ofsted on the Early Years Register.

There are three members of staff who work directly with the children all of whom hold a qualification at level 3 in early years. The setting receives support from a teacher from the Early Years Childcare and Development Partnership.

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

Overall the quality of the provision is good.

Greenlands Nursery Unit provides a stimulating, welcoming and inclusive environment that supports children to make good progress. Staff give children the best opportunities to learn and develop. They provide them with a wealth of experiences and play choices which cover most areas of learning well. Good partnership with parents, carers and other early years professionals supports and promotes consistent care and learning for children. The group's commitment to continuous improvement is very good. The management team are constantly evaluating and identifying further areas for improvement.

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

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

- provide a range of large play equipment and resources that can be used in a variety of ways, or to support specific skills such as climbing
- enhance children's experience by displaying lists of words from home languages used by the children in the setting and invite parents and other adults to contribute to them.

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

Children are effectively safeguarded because all staff have a good understanding of safeguarding and child protection issues. Robust recruitment and vetting procedures ensure that all staff working with children are suitable to do so. There are clear and up-to-date risk assessments which ensure that the environment is always safe, clean and fit for use. Staff's organisation and management of daily routines are good and ratios are consistently high. All required records, policies and procedures are well organised and reviewed regularly. There are robust collection procedures in place and high security within the group.

The group is well-led and managed and there are good self-evaluation systems in place, which ensure that improvements have a positive impact on the children's experiences. The manager and staff value the views of parents, carers and children and take these into consideration when identifying areas for development. There are detailed plans in place for future improvements. The recommendations made at the last inspection have been fully implemented. The manager and staff actively promote equality and diversity by ensuring all children's individual needs are fully met. They also use resources imaginatively to meet the needs of the individual children.

Staff build warm and friendly relationships with parents and carers and create a purposeful environment, where all children are included. Parents and carers receive detailed newsletters and useful information is displayed all around the room and in portfolio's. In addition parents and carers receive ongoing information about their children's progress both verbally and through home link letters. Parents spoken to are highly complementary towards the group. For example, one parent commented that "the staff at Greenland's are fantastic." Partnerships with local schools and other early years professionals are good. Information is shared effectively in order to facilitate good liaison arrangements. In addition the group has established good links with outside agencies to ensure children with special educational needs and/or disabilities and those who speak English as an additional language are effectively supported. However, the use of displayed lists of words from children's different home languages, gathered in consultation with parents and carers are less well developed.

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

Children are very engaged in the activities they participate in. They are enthusiastic and eager to learn. For instance during a water activity children ask staff why the telescope floats on top of the water and then confidently find other objects to test in the water tray.

Staff consistently use their good knowledge of each child to promote their development. They make great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. For example, when making spiders out of dough they discuss how

many legs each one has. Children happily share, take turns and say please and thank-you during circle and snack time. Staff encourage children's development of communication, language and literacy skills. They provide time for reading through the wide selection of books provided. Children use a good range of resources such as pencils and chalks to copy letters and text that is displayed around the room. Staff effectively extend children's physical and creative skills through providing opportunities for them to explore sand, water, paint, gloop and jelly. Children enjoy dance and movement activities and experience a wide variety of musical sounds. However, some opportunities for children to explore a range of large play equipment that can be used in different ways, such as climbing are not maximised.

There is a good balance of adult-led activities as well as free play. Detailed and useful records of children's progress are used well by staff. As a result all children are given good support to enable them to make good progress. Planned trips in the immediate and surrounding locality are used effectively by staff to promote children's problem solving skills and enhance their awareness of the wider world. For example, children have recently thoroughly enjoyed trips to Blackpool zoo and the post office. Staff take every opportunity to develop mathematical skills. As a result children confidently count objects in the environment and are competent in recognising numbers. Children are involved fully in all aspects of an activity from start to finish and the staff never waste an opportunity to explain why something happens or how it works. Such skills ensure they are well prepared for their future success.

Children are provided with a healthy and balanced range of snacks and as a result are developing a good understanding of what is good for them. They learn about the changes that occur to their bodies when exercising and are encouraged to place their hands on their heartbeat before and after physical activity. Children use tools with skill and are aware of hazards as they build with wooden bricks or play with sand. The group is very child-oriented and a varied environment fully supports the children's care, learning and developmental needs.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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

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