

Greengate House Nursery

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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

Greengate House Nursery is privately owned and opened in 1996. It operates from a converted business dwelling set back off the road in Greengates, Bradford, West Yorkshire. Children have access to three playrooms on the ground floor and one playroom on the first floor. All children have access to an enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year, except on bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 47 children may attend the nursery, of these, not more than 18 may be under two years at any one time. There are currently 61 children on roll. Children attend for a variety of sessions each week. At present there are no children with English as an additional language or additional needs, although staff have experience in meeting the needs of such children.

There are 16 members of staff, all of whom, including the two proprietors, hold appropriate qualifications early years. The manager has the degree in Childhood Studies and staff are working towards further 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 making good progress in their learning and development. They adopt excellent healthy lifestyles as they enjoy their time at the setting actively engaged in stimulating activities. Staff have a good understanding of equality of opportunity and the needs of all children are well met. Effective self-evaluation demonstrates the setting's outstanding ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to access all areas of learning outdoors.

The effectiveness of leadership and management of the early years provision

The management and staff create an environment in which children are protected from abuse and neglect. Staff are trained to enable them to promptly respond to any concerns about children's welfare. As a result, staff demonstrate good knowledge and understanding of their duties regarding safeguarding requirements and regulations. Robust recruitment procedures ensure that all new staff complete

the necessary checks to confirm their suitability to be in contact with children. Effective deployment of staff helps to ensure that children are fully supervised. Risk assessments are effective in ensuring that potential hazards to children's safety are identified and minimised. Comprehensive policies and procedures underpin the good practice of the setting.

The setting is well resourced, bright and welcoming. Both indoor and outdoor areas are well organised to support children's learning in all areas. There is easy access to toys and equipment which are well arranged at low level to encourage complete independence for babies, toddlers and older children. Displays of children's work adorn the walls, which ensure that they feel valued and have a sense of belonging. Children are well cared for in a fully inclusive setting where staff know children very well and fully respect their individual needs.

Partnerships with parents are well established. They are kept well informed of their child's development and progress through regular discussions. They have opportunities to take home assessment records for their children and are able to make comments. They are provided with information on the Early Years Foundation Stage so that they know the framework within which staff are operating. Regular newsletters keep parents up-to-date with the latest developments within the provision and a display of other information is clearly on view on the notice board.

Staff are very much aware of the need to establish links with other providers to ensure continuity of care and learning for children who attend more than one setting. However, at present all children are solely in the care of this setting.

Children thrive in this organised and stimulating environment where staff dedicate time to enhance the setting by implementing very effective systems to monitor and evaluate the provision. There is a clear focus on raising standards and improving the overall quality of the provision. Improvements made such as developing the outdoors together with new resources; extension to the baby room and an area for older children, separate shaded outdoor play area for babies; lowered windows on the first floor to allow children to observe the outside environment; replacing internal doors with doors with more glass panels for better vision between areas and replacing all floor surfaces with vinyl flooring, all contribute to excellent processes for maintaining continuous improvement.

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

All children are making good progress in their learning and development. Staff member's interaction effectively supports children's learning through discussion, explanation and effective questioning. As a result, children show care and concern for each other and the environment and form good relationships with staff and other children. Staff use their good knowledge of the Early Years Foundation Stage to plan a wide range of enjoyable activities. Planning takes account of children's interests and provides a relevant and appropriate learning and development that is well-matched to children's abilities. Ongoing assessment records are undertaken by

key persons and these provide an insight into children's progress towards the early learning goals.

Staff promote children's developing language skills as they listen to them, engage them in conversation, and support them with their critical thinking and problem solving skills. Numbers are used throughout the day as staff encourage children to count in everyday situations and during their play. Children learn about colours as they make footprints on large sheets of paper in the outdoors. Children's information and communication technology skills are promoted as they experience a good range of opportunities to access a computer, cameras, and programmable toys. Children experience a range of opportunities to learn about the world around them through daily resources such as books, puzzles and role play equipment. This is further supported through regular outings within the local environment to the fields to look at horses, supermarkets and nearby children's centre to play on outdoor resources.

Children benefit from a good variety of resources, including qualified and experienced staff to support their play. The layout of each room provides children with a stimulating environment where activity areas are clearly defined and play materials are easily accessed. Children take opportunities to challenge themselves, explore and learn as they move in between activities, both indoors and outdoors. Attractive displays of children's work, photographs and collaborative displays demonstrate the work of children. All children have equal access to the same resources and activities. They learn to respect diversity when they engage in celebrating festivals from a variety of different cultural traditions, including those they celebrate at home.

Mealtimes are social occasions when children are learning about healthy choices as a very good balance of home cooked meals, vegetables and fruit are available which meet their individual dietary requirements. Staff talk to children about foods they will be eating such as showing children what potato and leek look like. Children then eat potato and leek soup for afternoon tea together with healthy brown bread and tortilla wraps. Scones made earlier by children from raw ingredients are served for all to enjoy. Children eat foods from a variety of cultures to broaden their awareness of the wider world. They watch potatoes, onions, sweet peas and courgettes grow in the garden. Children are encouraged to become aware of their own fluid intake from a young age as drinks are always available. Good personal hygiene routines are encouraged by staff. Children are supported or independently wipe their nose and use the toilet, and there are effective nappy changing procedures. Younger children's routines and feed times are adhered to and they are secure and well cared for. Children develop a wide range of physical skills when they engage in robust physical play outdoors. They enjoy fresh air and daily exercise outdoors, and experience all types of weather as waterproof clothing is available. This increases their understanding about the importance of regular exercise as part of maintaining an excellent healthy lifestyle. Good relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through regular routines and activities that promote their awareness of safety.

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	1

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	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

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	2
The extent to which children adopt healthy lifestyles	1
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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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