

# Green Lane Nursery Ltd

Inspection report for early years provision

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**Unique reference number** 206257  
**Inspection date** 17/08/2011  
**Inspector** Linda Edwards

**Setting address** 11 Green Lane, Buxton, Derbyshire, SK17 9DP

**Telephone number** 01298 767505

**Email**

**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**

Green Lane Nursery operates from a converted Victorian house situated close to the centre of Buxton. The nursery is registered to care for a maximum of 40 children under eight years of age. There are currently 69 children from birth to under eight years on the register. This includes 19 funded three- and four-year-olds. The setting supports children with special educational needs and/or disabilities.

The nursery is open Monday to Friday throughout the year, from 8am to 6pm. There are 15 staff who work with the children, all of whom are qualified. Five members of staff also hold degrees in early childhood studies. The nursery is the designated childcare provider for the local children's centres, and receives advice, support and training from Derbyshire Early Years Development and Childcare Partnership.

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

Overall the quality of the provision is outstanding.

Children relish their time at the nursery. They feel safe and interact warmly with other children and staff. The nursery provides a high quality and challenging learning environment. Most resources are accessible for children to access freely, and staff expertly plan exciting and fun activities which follow individuals interests. As a result, children make excellent progress through the early learning goals. Exemplary policies and procedures ensure that children are cared for in a safe and welcoming environment. The nursery shows an excellent capacity for continuous improvement, with future plans based on self-reflection, consultation and partnership working.

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

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

- extending further children's opportunity to influence their own learning by improving access to all available resources.

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

Staff are suitable to work with children because they all have appropriate qualifications and clear criminal records bureau checks. All staff have undertaken safeguarding training and know what to do if they have concerns about a child. Rigorous safeguarding and health and safety policies ensure children are kept safe. Staff implement procedures implicitly, with potential hazards identified and

addressed and risk assessments reviewed regularly. These cover everything children come into contact with and all activities that take place off premises. Children's health and well-being is supported because staff ensure children's documentation is maintained and all appropriate information and parental permissions are in place. Good hygiene procedures are followed by all staff. They wash their hands regularly and use anti-bacterial soap to minimise the risk of cross-infection.

Staff are encouraged to maintain a high level of interest and commitment to their role within the nursery. Regular appraisals and team meetings identify training needs and provide opportunity for staff to evaluate the service and their role. Staff regularly review procedures and the learning environment. The key workers plan together and use observations and assessment to meet children's needs. The nursery shows an excellent capacity for continuous improvement as it uses reflection and feedback from children, parents and partners to form the basis for future plans. Staff use current research and best practice examples to influence activities, for example, on how best to support boys to progress through the early learning goals. Parents are provided with a wealth of information about their child's day and how they are progressing through the early learning goals. This continuity of care supports children's development and supports parents' confidence in the service the nursery provides. The nursery consults extensively with children and parents and uses the feedback to review and influence service. Older children provide an insight into what it is like to be a child at the nursery, with positive comments, such as, 'I love playing downstairs in the Rainbow Room'.

The nursery is the designated childcare provider for the local children's centre and works successfully in partnership with the local authority to support children and families. Staff access training and support from their early years curriculum advisor. To ensure they can support children's needs, they work in partnership with childcare professionals to access specialist training. For example, staff undertook additional training to support a child who had epilepsy. Equal opportunities are well supported, with robust procedures to ensure all children can take a full and active role in nursery life. All children make excellent progress towards the early learning goals in relation to their starting points.

The nursery provides a wide range of resources suitable for different ages and abilities for children to use as they influence their own learning and follow their interests. Resources are stored in clear boxes and on low shelving, however, space is limited and children are required to ask for those they cannot access. The nursery has an activity room designed to provide opportunities for children to explore and experiment as they access the messiest activities. A separate sand room provides children with an indoor beach where children experience different textures as they dig and pour soft sand and make firm castles with wet sand.

Outdoors there are exciting and well-designed areas and resources. Due to planning restrictions, children can access the outdoors for three hours a day between the hours of 10am and 3pm. The nursery ensures schedules for the outdoor learning environment are organised so that children can take full advantage of the time available. The nursery ensures children's physical needs are met with additional opportunities and activities. For example, the nursery rents a

local hall for weekly sports sessions, where children take part in organised games and fitness activities. This provides children with experiences that support their transition to school, with team games where they begin to develop an understanding of rules. Children access regular outings to the swimming pool, parks and play centres, with the nursery's minibuses used for transport.

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

The nursery provides a high quality learning environment that supports children to make a positive contribution to their own learning. Creative resources, imaginatively resourced role play areas and cosy book corners encourage children to explore and experiment, with staff as facilitators. The foundation room provides support to children for the transition to school, with a number and word rich environment presented similarly to a school classroom. Children access appropriate information and technology resources, such as computers and interactive toys. Throughout the nursery, writing in many different languages and scripts, symbols and signs all support children's understanding that words have meaning.

Children are celebrated as unique individuals. Children follow their interests, supported by caring, knowledgeable and dedicated staff. Robust observation and assessments ensure opportunities are appropriate and provide for the children's next steps in their development. Staff plan enjoyable and challenging experiences and all children make excellent progress through the early learning goals in relation to their starting points. Children have warm, close relationships with each other and the staff. This contributes to the family atmosphere and 'homely' environment. They snuggle up with staff as they read stories and show care and concern towards other children if they are upset.

Children are supported in understanding they are part of their community with activities that involve them in local events and activities. For example, they undertake a sponsored toddle to raise funds for a charity supporting local children with special educational needs and/or disabilities. Children begin to learn about different abilities and cultures through a wealth of resources and positive images incorporating difference, used throughout the nursery. The nursery uses festivals to help children understand about celebrations from different counties and cultures, such as Chinese new year and Eid. In response to parental consultation one day each week, the children experience a menu based on food from around the world.

Children's emerging understanding of how to keep themselves safe is supported through activities and discussions with staff. The nursery provides a safe, yet challenging, environment for children to learn to manage their own risks. For example, the nursery has installed a safer ground surface around the base of a tree because the children wanted to climb its lower branches. Children begin to learn about the importance of a healthy lifestyle as they are given the opportunity to take part in a selection of fun and healthy exercise sessions. The nursery has provided a 'garden room' with space for physical activities. Children learn the effect exercise has on their bodies as they dance to music and feel their hearts beating.

They learn to be calm and restful as they listen quietly to relaxing sounds and watch colour-changing lights and patterns projected onto the walls and ceiling. Nutritious and healthy meals and snacks are cooked on the premises. Children take part in activities to support them to make health food choices, for example, fruit-tasting sessions. Children learn about how food grows. They plant their own vegetables and herbs which they harvest with the cook and use in their meals or feed to the guinea pig. Water is available during the day with children encouraged to keep well-hydrated and drink, especially after exercise.

They learn about caring for living things by helping look after the nursery guinea pig. The nursery provides opportunity for children to develop an emerging understanding about how they can positively affect the environment. For example, the children learn about minimising waste. They compost suitable foodstuffs and undertake regular trips to the recycling centre with staff to deposit cardboard and paper waste.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
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

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