

# Greetland Private Day Nursery LLP

Inspection report for early years provision

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**Unique reference number** 303738  
**Inspection date** 21/12/2011  
**Inspector** Laura Hoyland

**Setting address** The Old School, Green Lane, Greetland, Halifax, West  
Yorkshire, HX4 8DB  
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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

Greetland Private Day Nursery is privately owned and managed. It was registered in 1999 and operates from a converted primary school serving the local community in the Greetland area of Halifax, West Yorkshire. The setting consists of three main rooms on three different levels, with kitchen and staff facilities. There is a separate baby unit and office accommodation. Both buildings have disabled access. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday 7.30am until 6pm all year round, except Bank Holidays. A maximum of 90 children may attend the setting at any one time and there are currently 108 on roll in the early years age range. Children are able to attend for a variety of sessions. The setting also offers before and after school care and a school holiday club. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities.

The setting employs 18 members of staff who work directly with the children. Of these, two hold appropriate early years qualifications at level 2, and 14 at level 3 or above, including two members of staff who hold Early Years Professional Status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming and stimulating environment for all children and meet children's individual needs well. They are fully committed to ensuring all children make good progress in the Early Years Foundation Stage. The whole staff team work cooperatively together and have embedded effective systems to sustain continuous improvement in the setting. Overall, strong partnerships have been formed with parents, carers and others.

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

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

- strengthen partnerships with other providers delivering the Early Years Foundation Stage to consistently share information regarding children's learning and development.

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

Children are safeguarded well in the setting. This is because all staff have received safeguarding training and are aware of their roles and responsibilities. Recruitment

processes are robust and all staff take part in a comprehensive induction to ensure they are aware of the setting's policies and procedures. Annual appraisals ensure that safeguarding training is regularly updated. All staff have had enhanced background checks and are suitable to work with children. This means that children are safe and secure in the setting. Effective and up-to-date risk assessments are in place for the premises and all outings. This means that children are safe and secure both on and off the premises.

Resources are plentiful and varied, which gives children the opportunity to take part in a balance of child-led and adult-led experiences to support their learning and development. All staff are very aware of the setting's strengths and weaknesses. Self-evaluation is a high priority and effective systems are in place to continuously improve the setting. Previous recommendations have been addressed promptly and effectively to ensure that children's welfare needs are well met.

Staff pride themselves on their highly positive relationships with all parents. They share information regarding children's welfare, learning and development on a daily basis. Parents contribute their views through regular parents evenings, consultation weeks and parent questionnaires. Staff regularly implement changes as a result of liaising with parents. For example, the garden for younger children has been developed to include an intricately carved wooden fairy house, which encourages their imaginative play. Staff have started to liaise with other settings children attend. However, this has not yet been fully embedded and this means that information is not consistently shared to promote children's learning and development.

There is an effective equal opportunities policy in place. This enables staff to support all children's welfare and learning and developmental needs well. Staff readily adapt activities and learning opportunities. This means that all children are fully included in the life of the setting.

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

All children display high levels of confidence and self-esteem. For example, they talk constantly to each other and ask staff for support if required. Children are beginning to develop an understanding of how to keep themselves and others safe. For instance, they pretend to fasten their seatbelts and lock the doors before embarking on a car journey to Scotland. Staff continually interact in a positive way with children to make them feel safe and secure. For example, they support babies to gain a strong sense of security by following well-organised routines.

Children are adopting healthy lifestyles and demonstrate this through discussing healthy foods at mealtimes. They grow their own herbs and vegetables and are willing to try new foods from around the world. Children exercise regularly using equipment, both indoors and outdoors, to support the development of their large muscles. For example, babies use soft play equipment when practising crawling and older children competently climb on large apparatus. Children follow good hygiene procedures. They independently wash their hands before snacks and

meals and understand the need to wash away germs.

All children progress well in all six areas of learning because staff are knowledgeable about the Early Years Foundation Stage. Staff plan interesting and stimulating activities for all children to ensure they are captivated and motivated to learn. For example, children plant cress seeds in different materials to see the different ways in which it grows. They subsequently discuss these differences and effects with their peers and staff, learning about the cycle of growth. Staff observe children regularly and plan activities around their interests and stages of development. This means that children all progress well towards the early learning goals in relation to their starting points. Children have access to a variety of information and communication technology and show confidence when using equipment. For example, older children take turns to use the computer mouse when playing musical games, while younger children role play talking on telephones.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise them and give clear explanations of boundaries. Children work cooperatively with peers, which shows that they are developing respect for themselves and others. Children learn about other cultures and beliefs. This is because staff provide a vast range of resources which represent other cultures and beliefs, including a selection of books, dolls, photographs and displays. Children have recently celebrated Hanukkah and have created pictures of menorahs. They are exceptionally proud of their creations, which are displayed for all children and parents to enjoy. This means that children are gaining knowledge and understanding of the world around them.

## 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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## **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