

# Greenfields Nursery

Inspection report for early years provision

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**Unique reference number** EY438368  
**Inspection date** 01/05/2012  
**Inspector** Hayley Lapworth

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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**

Greenfields Nursery owned by Greenfields Nursery School Ltd opened as a limited company in 2011. It is a privately owned facility situated within the rugby club grounds in Shipston-on-Stour. It has sole use of the building and outdoor play areas. The nursery is also able to use the rugby club grounds and the sports hall. A maximum of 67 children may attend at any one time. There are currently approximately 130 children on roll. Children attend for a variety of sessions.

The nursery is open each week day from 8am to 6pm for 50 weeks of the year. They also provide out of school and holiday care for children older than the early years age group. The setting is also registered on the compulsory and voluntary parts of the Childcare Registers. The nursery follows the principals of the Montessori method of early education and development. The nursery currently supports children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery employs 15 members of staff. Of these, 11 hold appropriate early years qualifications. They are supported by specialist teachers who deliver French, tennis, modern dance, music and swimming activities.

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

Overall the quality of the provision is outstanding.

Children at this nursery are bright, articulate individuals who thoroughly enjoy their learning. Their individuality is fully appreciated and their needs and interests are superbly met. Staff's thorough knowledge and understanding and robust procedures ensure children are fully safeguarded. Strong partnerships with parents and other professionals ensure each child receives care which is specifically tailored to their needs. Inclusion is extremely effective and embedded throughout this nursery. Planning for improvement is highly effective and methods to ascertain parent's views are currently being further developed.

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

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

- continuing to develop further the methods used to ascertain parents views about the nursery.

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

Management at this nursery are passionate and dedicated to their role as leaders. They act as highly effective role models to the staff team whilst remaining very

involved in the care of the children. The children are fully safeguarded as robust safeguarding policies and procedures have been devised and implemented. Thorough staff induction and training ensure all adults have an up-to-date knowledge of how to protect children from harm. They are extremely secure in their knowledge about the need for prompt, appropriate action if they have any concerns about a child's welfare. Parents and carers are made fully aware of nursery's role to safeguard children. A wealth of information is prominently displayed to make parents aware of the importance of safeguarding children.

The outcomes for children are consistently improved as managers and staff are clearly committed to the ongoing development of the nursery. Thorough systems for monitoring and evaluating the nursery include the confident application of the Ofsted self-evaluation form to assess how well they meet the Early Years Foundation Stage requirements. The views of professionals, parents and children using the service are sought through a variety of methods. For example, the parents' views are obtained through verbal discussion and written questionnaires which are currently being evaluated and developed further. Suggestions made by the parents are swiftly acted upon. For example, parents commented they would like more information on the transitional arrangements when children move from the little room to big room. As a result, management introduced a detailed written procedure to be shared with all parents.

The partnership with parents and carers is outstanding. The vast majority of parents express complete confidence in the staff and the excellent care, guidance and support they provide. Parents describe the nursery as 'a fabulous environment where their children's development is significantly enhanced'. They share their children are 'always excited on arrival and often sad to leave'. They also share the staff 'go to extreme lengths to ensure all children are happy and included'. Parents have regular access to their children's learning journals and are made fully aware of their next steps on their learning journey. Consequently, this ensures that all parents are made fully aware of the progress their children are making. Excellent arrangements have been established to work alongside other professionals, which means that children with special educational needs and/or disabilities can be fully included in the life of the nursery. A super range of resources that promote equality and diversity are available to all ages of children. The setting is extremely inviting to everyone as posters and displays depict many positive images of culture and religion. Partnerships with other providers where children attend more than one setting are also highly effective. Therefore, children are provided with consistency in both their education and care.

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

Children are confident, extremely happy and love their learning because they are very well supported by dedicated, enthusiastic and caring staff. The key person system is highly effective in ensuring all children's individual developmental needs are closely monitored. Staff undertake regular planned and spontaneous observations of the children during their learning. They effectively use guidance to ascertain where the children's development is at and to determine what the

children need to do next. Therefore, children are making excellent progress across the six areas of learning and are able to reach their full potential.

Topics led by the children's interests are varied and rewarding. There is a superb balance between children leading their own learning and adult-led activities. Young children learn to use sign language through songs and props are used to help them understand counting in numerical order. They also have opportunities to participate in early mathematical skills. For example, they count how many frogs they have left on the speckled log when one frog has jumped into the pool. Children's communication language and literacy skills are developing at a terrific speed. This is achieved in part due to the print-rich environment. Staff are deployed in specific areas to support the children. As a result, children are often found thoroughly engaged in conversations and discussions. Children also have opportunities to participate in learning the French language. Specialist teachers regularly visit teaching the children to sing and count in French. Teachers use props and resources, such as hand-held puppets to fully engage the children.

Children's knowledge and understanding of the world is significantly enhanced. They learn about celebrations surrounding the royal family and the needs of baby lambs during the spring. Focused activities present the children with fantastic learning opportunities. Through looking at the life cycle of a butterfly they learn how to use books and tell stories, they use props, such as a caterpillar puppet. They learn how to write numbers and they creatively paint pictures of caterpillars and butterflies. They are involved in discussions about different types of foods, the foods they like to eat, over eating and healthy eating.

Children's welfare is promoted very well indeed. Their care, health, dietary and cultural needs are accurately understood and fully met. Children develop a excellent understanding of the importance of a healthy lifestyle. Through organised exercise and dance sessions they learn that being active keeps us healthy. The purpose-designed outdoor area is exhilarating. It provides the children with superb experiences to investigate and explore. Free flow between the indoor and outdoor learning environments ensures children spend large amounts of time in the fresh air. They participate in fun activities, for example, duck races in the stream, and manoeuvring their bodies up and over the bridge. Children in this nursery are extremely well-supervised and are also learning how to keep themselves safe and to manage risks. For instance, they learn how to use hammers and nails to create designs using shapes on a cork board.

## 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	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

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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	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

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