

Greenfields Nursery

Inspection report for early years provision

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Inspector Shanti Flynn

Setting address Sandgate Cp School, Coolinge Lane, FOLKESTONE, Kent,
CT20 3QU
Telephone number 01303 226406
Email lynsey@greenfields-nurseryschool.com
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 and Out of School Club registered in 2006 and is a privately owned setting. It operates from a single storey building in the grounds of Sandgate Primary School in Folkestone, Kent. All children have access to a secure outdoor play area. The nursery opens each weekday from 8.50am to 3pm, during school term time. The after school club is open from 3.15pm to 5.30pm and some sessions are available during the school holidays. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery and out of school club at any one time. There are currently 57 children aged from two to under five years on the nursery roll and 56 children on the after school club roll. The nursery gets funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and children learning English as an additional language. The setting employs ten members of staff. All of them hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive at this highly inclusive nursery. Overall, staff use the environment very effectively to promote children's learning in all areas. Extremely well qualified and nurturing staff make sure that children's individual needs are fully met. Outstanding partnerships with parents and other professionals help children to make excellent progress in their learning and development. All the necessary documentation for the safe and efficient management of the provision is of an impressive quality. The management and staff consistently reflect on their practice and show an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- developing further opportunities for all children to make effective use of the outdoors to promote exploration, experimentation, interest and curiosity across all areas of learning.

The effectiveness of leadership and management of the early years provision

All staff place a very strong emphasis on safeguarding children. There are robust policies and procedures in place, which are regularly reviewed and shared with

parents and staff. Staff fully understand their roles and responsibilities in keeping children safe and update their skills and knowledge through ongoing training. A very thorough recruitment and induction process includes checking that all staff are suitable to work with children. Children play in a very safe and secure environment. Staff consistently evaluate accident records to identify any trends and comprehensively incorporate their findings into the highly effective risk assessments. Daily checks of the whole environment further identify and minimise any risks to children. Excellent staff ratios allow children to be fully supervised at all times and help ensure their individual needs are exceptionally well met. Children play in a highly stimulating environment. They have access to a wide range of good quality resources and exciting activities. Staff organise the environment very effectively to encourage children to become independent learners. Children can choose to join in with planned activities or help themselves to resources and initiate their own games.

Partnership with parents is a key strength of this provision. Staff carry out home visits prior to children starting at the nursery. This enables them to get to know the children and their families and share information with them about the nursery's policies and procedures. Parents complete a form about what their children can do, their routines and the things they like and dislike. Staff use this information to help children settle quickly into nursery and develop an excellent knowledge of each child's background and individual needs. Staff observe the children and record their progress in individual learning journeys. They actively encourage parents to become involved in their children's learning and development through contributing to these records and sharing their experiences and activities from home. Staff share information about children's achievements and progress through daily verbal feedback and more formal parents' evenings. Parents particularly welcome this open dialogue and comment positively on the friendly and approachable staff. The nursery works extremely effectively with other professionals to support children with additional needs. Children learn to respect each other's differences and staff value each child as an individual. They learn about the wider world and diversity through celebrations such as Diwali and Christmas. Excellent relationships with the school on site and other local schools help children prepare for transitions into full-time education extremely well.

The owner and manager lead a highly qualified staff team who all share the same vision and passion. All staff are valued and show a highly impressive commitment to provide the best possible outcomes for all the children in their care. They engage in exemplary reflective practice in order to maintain continuous improvement. All staff are involved in the highly effective self-evaluation process. They actively seek the views of parents and children and incorporate these into the nursery's ongoing development plan.

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

Highly enthusiastic and motivated staff work extremely well as a team to support all children. Staff have excellent knowledge and understanding of the learning and development requirements of the Early Years Foundations Stage framework. A highly reflective and effective planning, observation and assessment system

enables staff to accurately identify children's needs and support all children to make outstanding progress in their learning and development. The manager tracks children's progress in every area of learning to make certain that staff are meeting their individual needs. Staff observe the children and use their knowledge of the children's interests and backgrounds to plan highly effective resources and activities. Children particularly enjoy playing a game using descriptive words to describe different textures whilst blindfolded. They further develop their communication, language and literacy skills as they make books and practise writing their names on their creations. Staff use open-ended questions to encourage children to think critically and become inquisitive learners. For example, children are fascinated by a snail that they have found, and staff link their knowledge on senses asking, "How do snails feel things if they do not have hands?" Children enthusiastically share their understanding of numbers through counting and singing number rhymes. They also thoroughly enjoy story time, listening to their favourite story and joining in with repeated phrases. Staff skilfully encourage children to participate in the story with props and familiar resources. All these activities help children develop excellent skills for the future.

Children learn to keep themselves safe as they confidently use tools such as scissors in their play. They regularly practise the fire procedures and know how to evacuate the building safely and calmly. Staff organise visits from 'people who help us' like the police and the dentist. This helps to promote children's understanding of safety and well-being. Children learn to adopt a healthy lifestyle and have daily opportunities to play outside in the fresh air. The outdoor environment is generally well organised to promote children's development in the different areas of learning. For example, they develop their physical skills as they play with cars and scooters, negotiating the space around them. They also have opportunities to explore nature as they grow their own vegetables and discuss the weather and seasons. Children demonstrate a clear understanding of maintaining very good personal hygiene. They know they have to wash to their hands before eating and after using the toilet. Snack and mealtimes are highly sociable learning occasions where children learn about healthy eating through trying a wide variety of fruits and vegetables. They develop good manners as they pass the food around and learn to share with their friends.

Children's exemplary behaviour demonstrates that they feel extremely safe and secure. They confidently ask staff for help they may need and seek comfort and cuddles when they need reassurance. Staff further promote their sense of belonging by making displays of their artwork and photographs of their families and pets. Children engage in a wide range of activities and experiences which help them to value diversity. They learn about the world around them through local outings to explore their surroundings.

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?	1
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	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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