

The Green Room Nursery

Valence House, 7 West End, Woodditton, Newmarket, Suffolk, CB8 9SN

Inspection date	05/09/2012
Previous inspection date	13/06/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching practice is based on a secure knowledge and understanding of how young children learn. All practitioners have high expectations of children based on a secure assessment of their prior skills on entry to the setting.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- The development of children's language is given precedence by all practitioners. They provide very good opportunities for children to participate in meaningful speaking and listening activities extending their vocabulary and communication skills to a high level. Children are skilled and very confident communicators.
- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured and children receive the support they need.

It is not yet outstanding because

- Opportunities for children to extend their learning in the outdoor environment have not yet been fully embraced.
- Opportunities for children to access equipment involving information communication technology, such as computers with age appropriate programmable software have not yet been fully introduced.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play areas indoors, the outside learning environment and discussions with members of staff.
- The inspector held meetings with the provider/manager and deputy manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Lynn Clements

Full Report

Information about the setting

The nursery is situated in a rural area close to Newmarket, Suffolk. It is run from the provider's home and has three dedicated rooms; of which one room has direct access to a fully enclosed outdoor play space. Children come from the immediate and surrounding areas, and some commute from nearby Cambridgeshire.

The nursery is registered on the Early Years Register. There are currently 28 children aged from two to four years on roll. The setting supports bilingual children and a small number of children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three- and four-year-old children.

The nursery is open 9am to 3.45pm five days a week in school term times. There are a total of four members of staff including the owner, deputy manager and two supervisors. Of the four members of staff employed, three are qualified to level three and in addition the owner holds Qualified Teacher Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children to extend their learning in the outdoor environment
- increase opportunities for children to access equipment involving information communication technology, such as computers with age appropriate programmable software.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's eagerness and curiosity for learning, and the progress they make, is enriched by the practitioners' good understanding of how to involve and promote their interest and participation. They demonstrate a clear knowledge how children learn through play. The quality of teaching methods are robust throughout the nursery.

Children listen attentively in a range of situations. They enjoy a social story time with big books, anticipating what happens next in 'Bringing Down the Moon', responding to what they hear with relevant comments and 'how' and 'why' questions. Their understanding of the spoken word is clearly evident as they eagerly join in conversations about their past experiences. For example, they communicate effectively with practitioners; explaining in detail how the hay is cut and collected to feed horses and developing their own narratives as they connect events.

Managers and practitioners monitor the children's progress across the seven areas of learning making sure that all aspects are sufficiently included. Whilst all children benefit from opportunities to play outside on a daily basis, the presentation of the outside learning environments, and opportunities for children to spend more time learning outdoors, are not as well embedded as opportunities for indoor learning. Consequently, those children

whose preference is for outdoor learning have less opportunity to extend their skills in this area. However, when outdoor play is available practitioners skilfully use children's self-chosen play, for example, at the sand tray or using wheeled toys to extend their understanding of language and mathematical concepts.

Every child is secure in communicating their needs and preferences. This is enhanced by the successful implementation of visual aids, the use of the hand, facial gestures and very good intonation, in addition to promoting children's early language skills. Children, including those who have additional needs, are very secure in expressing themselves. Toddlers develop their language skills repeating vocabulary introduced by practitioners and delight in participating in stories and rhymes pretending to 'oink' like a pig and 'neigh' like a horse, in the familiar story.

Systems to assess children's starting points on entry and subsequent transition through the nursery are exceptionally secure. These are implemented in a variety of ways, including working extremely closely with parents and carers from the beginning to establish primary targets linked to the Early Years Foundation Stage. Parents receive regular reports and are warmly encouraged to share information about their child's learning and achievements at home. This means that they are fully included in setting individual targets and sharing in future learning and milestones which their children achieve in the nursery.

The learning environment and overall organisation of planning, along with practitioners' secure knowledge of each child's targets helps to ensure that every opportunity is utilised. This directly supports and extends children's learning across all areas. Practitioners are practiced in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking and interaction to an extremely good level.

The contribution of the early years provision to the well-being of children

An effective key person system and the very good organisation of practitioner deployment makes sure that each child is able to form emotional attachments. This secure foundation allows children in the nursery to confidently develop their independence and exploration, embedding key skills for future learning. All children, display an extremely strong sense of belonging. They exhibit high levels of self-assurance and esteem; learn to negotiate and cooperate with each other. For example, children relish in opportunities to help practitioners by taking on roles and all children show care and consideration for each other.

All children settle well because practitioners are very well known to them and have an excellent understanding of them including their individual likes, needs and care routines. Children play cooperatively, taking turns with others, for example when using large apparatus in the outside play area. They contribute their ideas as they play together with small world play resources, using their imagination and developing exciting story lines. However, opportunities for children to explore equipment involving information communication technology, such as computers, and use hardware to interact with age appropriate computer software is not so readily available. As a result those children with

an interest in technology have less opportunities to explore and develop skills in this area. However, staff do provide a wide range of programmable toys and constructions kits. Children show an awareness for their own and others behaviour and its consequences, for example they know that it is unacceptable to take toys of others before they have finished playing with them.

Older children develop excellent self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet themselves and wash their hands appropriately and they talk knowledgeably about preventing the spread of germs. They also access and organise their own lunch. Carefully opening boxes and packets and talking with practitioners. For instance, about how the cheese has calcium to help them develop healthy bones and teeth, thereby demonstrating their growing understanding about making healthy choices. The delightful organisation and attention to detail of the indoor learning environment encourages children to be creative and play an active part in their learning and development. For example, child-height storage and furniture makes sure that children can make their own decisions about their play and investigations in a safe and comfortable environment.

Lively discussions further promote children's understanding about keeping themselves safe. They also join in activities which teach them how to take appropriate risks and what to do in emergency situations. For example, they practise fire evacuations or discuss how to use single handed tools with care. This learning is reflected in their imaginary play, for instance, whilst outside they talk about letting others cross the road safely when driving their wheeled toys. Younger children learn how to manage space, negotiating safe pathways to avoid obstacles and each other.

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

Leaders of the nursery have good ambitions for sustaining and developing quality. Managers and practitioners, along with the parents and children, identify priorities through on-going self-evaluation and embracing development and positive change. For example, the management identified the need to implement and monitor the delivery of the newly revised Early Years Foundation Stage. This is in order to accomplish consistency ensuring key persons continue to challenge children effectively.

The systems for recruitment, induction and on-going appraisal demonstrate the high value placed on the monitoring of staff performance. In addition, time is taken to identify training in order to continue their professional development.

There are effective systems in place with regard to assessment for learning. Key persons regularly monitor the precise progress of each child and liaise with both the parents and where necessary external agencies. This makes sure that all groups of children including those with identified needs are targeted so that appropriate intervention is sought and gaps are closing. Parents are actively involved in the nursery and their views are sought through daily discussions and formally through half termly meetings and written reports.

The managers have a clear knowledge and understanding and implement the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners have a secure understanding about the procedures to follow when safeguarding and protecting children from harm. This is supported and kept up-to-date through the staff training programmes.

Practitioners build an atmosphere that is warm and welcoming, safe and motivating where children enjoy their learning and develop self-confidence. All children, enjoy and have fun as they learn through play and are making very good progress in order to secure their future learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	221639
Local authority	Cambridgeshire
Inspection number	803426
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 14
Total number of places	14
Number of children on roll	28
Name of provider	The Green Room Nursery Ltd
Date of previous inspection	13/06/2012
Telephone number	01638 730875

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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