

# Greetwell Hollow Day Nursery

Carlton Boulevard, LINCOLN, Lincolnshire, LN2 4AG

## Inspection date

Previous inspection date

19/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Children's communication and language skills are supported well because staff interaction with them is well targeted to their individual learning and development needs.
- Activities are planned well and supported by a stimulating and accessible environment, therefore, children are motivated and interested to learn.
- Good systems are in place to support staff, monitor their performance and bring about continuous improvement through training and mentoring.
- Children are happy and confident in the setting. They have a secure sense of belonging which enables them to enjoy their time and progress well.
- Children are familiar with routines that develop their understanding of how to promote their health and well-being. Staff give them explanations and support that are adapted to their level of development.

### It is not yet outstanding because

- Key persons do not have identified 'buddies', who know the children and their families well and who can step in when they are absent, which sometimes impedes the flow of information exchanged between parent and staff.
- Opportunities provided through routine tasks, such as, meal times, are not always fully utilised to extend learning.

## 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 playrooms and garden. The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector had a discussion with the manager and sampled documentation, policies and procedures and records, including evidence of staff suitability.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector and manager undertook a joint observation and discussed this.

## Inspector

Elisabeth Wright

## Full Report

### Information about the setting

Greetwell Hollow Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Carlton Boulevard area of Lincoln, Lincolnshire, and is managed by Heath Farm Day Nursery Ltd. The nursery serves the local area and is accessible to all children.

Care is provided in ground floor premises, where children are cared for in three different rooms according to age and ability, there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of child care staff. Of these, 10 hold appropriate early years qualifications, one has Early Years professional status, eight hold qualifications at level 3 and one has a level 2 qualification. The nursery opens Monday to Saturday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 18 children attending who are within the early years age range. The nursery supports a number of children who speak English as an additional language. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

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

- maximise opportunities provided through routine tasks to extend children's learning and development, for example, by laying tables and serving their own food at lunch time, and develop their understanding of numbers and quantity and support independence and self-care
- strengthen the key person arrangements by pairing key persons with a named 'buddy' who knows the children and their families well and can step in easily when necessary.

### **Inspection judgements**

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

Children benefit from the secure understanding that staff have of their individual learning and development needs. Children's next steps are effective in promoting progression because staff are proficient in assessing the observations they make. Although the setting has only been open a short time, records and discussion with staff and parents clearly show that children are making progress in all areas. This is especially so in their growing self-confidence and communication and language skills. All staff are knowledgeable about the learning aims of the children in the room because systems are in place to ensure that next steps are recorded and shared with the whole team. Information from parents is valued and used effectively through induction sessions that accurately identify children's starting points.

Staff are skilled in adapting their interactions with children, to support their level of understanding and identified aims, through activities that complement the children's own interests. One younger child's interest in textures is used to encourage him to look at a book during story time; he sits on a member of staff's knee and strokes the pages as the story is read. Staff use open-ended questions that encourage children to think; whilst mixing paint they are asked what might happen to the colours. Older children use soft toys from a story sack to join in with a story and singing time, therefore, they are effectively engaged and listen intently. Children who speak English as an additional language are supported well because staff understand the importance and value of using their home language to support their learning of English, through key words and partnerships with parents.

A well-resourced and stimulating environment allows children plenty of free choice. Therefore, children are motivated and enthusiastic to join in. They demonstrate curiosity as they explore paint, using brushes and their own hands to create effects. Staff role model ideas and vocabulary which children then copy, for example, as they swirl the paint around and excitedly observe the effects. They draw and cut competently at the creative table, dance to action songs and develop their imaginations creating landscapes for dinosaurs in the sand tray. Staff, generally, maintain high levels of interaction and utilise opportunities for learning well during play. However, some routine opportunities are used less well. For example, opportunities are not used as children lay the table at lunch time to count, or develop self-care and understanding by serving their own food and estimating quantity. Children benefit from prolonged periods when they can choose between indoor and outdoor play. These choices are supported well, with sometimes one member of staff staying indoors because one child has chosen an indoor activity.

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

Children move about the setting confidently, demonstrating that they feel secure and have a sense of belonging. They approach visitors and respond enthusiastically when engaged in conversation. This is fostered through the strong relationships they build with all the staff and with their key person in particular. Parents spoken to value the time given to induction, when they can stay and get to know their key person well, sharing information about their child. Currently, there is no buddy system in place, enabling a designated person to step in when a key person is absent. Although staff organise care and learning for children whose own key person is absent, the name of this person is not always communicated to parents, which impedes opportunities for exchanging information to the benefit of the children.

Routines are well established and consistent, which enhances further children's feelings of security and supports their understanding of how to meet their own needs. Children are taught how to take care of their own environment and spontaneously begin to tidy up, when they are encouraged to sniff to see if they can detect lunch is nearly ready. They take themselves to the bathroom to wash hands, with help given to younger children and appropriate explanations given to older children. Therefore, children develop

independence and life skills that will support them well when they move on to school. Frequent opportunities for exercise and playing in fresh air contribute to their health. Children and babies can rest and relax in quiet areas and sleep according to their own needs and routines.

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

Children's welfare is promoted well in the setting. Staff are knowledgeable about the procedures they need to follow if they have concerns about a child, including action to be taken if an allegation is made against a member of staff. All staff have recent safeguarding training, which ensures their understanding and information is up to date. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. Risks assessments have been carried out and daily checks are made to identify and minimise hazards in the environment, which promotes children's safety.

The provider is committed to providing a high quality service and has put robust systems in place. All staff have an induction process, which includes observations made of their practice, targets are set and support given through training and mentoring where skills need to be further developed. Staff speak highly of the setting and demonstrate a strong sense of involvement and being part of a team. The views of parents are sought and included in the setting's ongoing evaluation of their practice and provision. Parents have recently attended a social evening. Their views are also gathered through informal discussions and formal surveys. Good networks are in place with other professionals in the locality, to provide support and advice for children, parents and staff. The provider has a vision for working closely with the proposed school to be built and contact with the new head has been made. Where children have come from other settings, staff have been proactive in using this information to support the children, this provides consistency in their care, learning and development.

The provider demonstrates a good understanding of the Early Years Foundation Stage. She has used her experience of running other settings owned by the company and the systems already established to provide a strong foundation for the setting. This has enabled a good rate of progress within the short time the setting has been operating. She has a secure understanding of the strengths of the setting and the areas where development is needed. For example, she has extensive plans for the development of the outside area, which are known and shared by the whole staff team.

### **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
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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

<b>Unique reference number</b>	EY452999
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	887820
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Heath Farm Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01522 548456

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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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