

# Green Gables Day Nursery

Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE

<b>Inspection date</b>	18/10/2012
Previous inspection date	25/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children make good progress across all areas due to the effective planning, monitoring and assessment systems ensuring next steps in learning are identified and the environment is arranged to cover all areas of learning and care.
- The strong focus on mathematical understanding which is planned for and integrated into all activities means children have a good understanding of, and use, mathematics in everyday activities.
- There is a warm, welcoming, stimulating environment which is constantly being improved upon to best meet the needs of all, so children are very settled, responsive and ready to learn.
- The effective key worker system ensures that staff know the children who are in their care well through thorough, comprehensive observations.
- The embedded appraisal, monitoring, and supervision system, enables the staff to identify areas for personal development and work in an environment of continuous improvement.
- Partnership with parents is robust. Parents comment on the quality of the information they receive about their child. They undertake observations at home, which are used as part of the evidence base in their child's assessment. Parents are therefore well apprised of their child's development and are supported to contribute to their learning.

### It is not yet outstanding because

- the actions outlined in the self-evaluation are not specifically aligned to their impact on children's learning and development.
- displays of artwork are not child initiated to increase their self-esteem and they are not interactive to further their critical thinking skills.

### **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 toured the nursery
- The inspector observed children and activities.
- The inspector interviewed the manager and members of staff.
- The inspector reviewed a sample of policies, procedures and children's files.
- The inspector talked to parents.

### **Inspector**

Geoff Dorrity

## Full Report

### Information about the setting

Green Gables Day Nursery lies on the outskirts of Harrogate Town Centre serving the local community. The nursery opens 5 days per week, Monday to Friday and from 7.30am until 6pm. It is closed between Christmas and New Year and for one week in July when the Great Yorkshire Show is held on the showground.

The nursery cares for a maximum of 25 children and there are currently 43 children, on roll, all of whom are within the Early Years Foundation Stage. The setting has a nine-place baby room for children aged three months to two years and a pre-school room that takes 16 children from two years until school attendance. The building has access via ramps at both the front and rear. There is a purpose built outdoor area for the baby room which includes a canopy to allow the babies to play outdoors in their own safe environment that can be accessed in all weathers. There is a large outdoor area for the pre-school room which comprises of a concreted area and a grassed area. In addition, the nursery has a specifically designed wildlife/nature garden that is accessed by all the children.

The setting supports children with special educational needs and those who have English as an additional language. They are registered with the local authority to provide funded early years education for three- and four-year-olds.

The setting currently employs 10 members of staff. The proprietor, who has a Degree in Early Years, works on a part time basis, and the Manager holds a Foundation Degree in Early Years. The Deputy Manager is Level 3 qualified and there is a member of staff in each room who has a Foundation Degree. Five members of staff have completed their NVQ level 2 and are working towards their Level 3.

The nursery is a member of the Harrogate and District Nursery Liaison Group and 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:

- focus the self-evaluation by linking action plans more overtly to the impact on children's learning and development

- ensure displays are more interactive and use child initiated artwork to better effect.

## Inspection judgements

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

All children make good progress in the nursery. Staff make sure that they have a good knowledge of children's starting points when they begin. Parents are impressed by the comprehensive information they are asked to provide, including the stage of development and what their child can do, alongside their daily routines and favourite activities. Regular, effective, detailed observation and assessment mean that children's next steps in learning are identified and planned for. By weekly planning being displayed on the walls of each room, all staff are aware of the focus for each child when they are working with them and so individual learning needs are met well.

The nursery ensures that all seven areas of learning are covered, through robust monitoring of each child's profile, planning sheets, staff practice and the learning environment. This environment is well laid out both internally and externally. Discrete areas are identified, and lots of interesting displays promote the language related to that area or theme. For instance in the mathematical area the mobile hanging reinforces knowledge of shape, space, measure and number. The thematic display for 'Autumn' uses the language of colour and movement. However, these displays do not always use the children's own artwork sufficiently well, and are generally not interactive, so missing opportunities to develop children's self-esteem and extend their thinking.

Children are very confident and self-motivated. They co-operate well in their play and learning. In the pre-school room they select equipment and resources themselves, and staff ably develop the chosen activities into other areas. For example two children playing dominoes and practising recognition and matching skills are supported by a member of staff to extend this into counting, where they count confidently up to 25. Other children are building towers and staff challenge them to make them taller. When asked whether they are the same height the children look, move the towers closer together and recognise one is taller than the other. They then help each other to build up the lower one to the same height. This means children are developing their mathematical skills of number, estimation and measure. The imaginative play corner is set up as a cafe with menus and healthy foods. Mark making materials are freely available so children take each other's orders, and use number again when counting customers and adding up bills. This focus on mathematical development is a particular strength of the nursery.

In the baby room the younger children develop their literacy skills. They eagerly select books, and are supported by staff to recognise characters in the story. They delightedly make the sounds of the animals, and predict which come next. They then stay in the reading area by themselves, selecting other books and correctly turning the pages of the story. The environment here has greatly benefitted from being involved in the Baby Room project. Both indoors and out, contrasting displays, materials, and surfaces all focus on stimulating the youngest children and developing their senses.

There is a robust partnership with parents in their children's learning. Parents undertake monthly observations at home, and these contribute to the assessment and planning of the next steps in their children's learning. They are always welcome to come in to the nursery and join in sessions, where they can gain further understanding of their child's development. The book lending scheme promotes literacy development. Their child's development profiles are freely available and parents state they feel included in and well informed of their children's progress.

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

A well-established key person system helps children form secure attachments and promotes their well-being and independence. Transitions are managed well with pre-visits and induction sessions organised for new children to help them familiarise themselves with the setting and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps them to settle in, understand the routine and know what is expected of them. The key person observes what activities children are particularly interested in, or favour, and ensure this is incorporated into the next weeks planning so ensuring children are happy to come into the nursery knowing there will be activities they enjoy.

Staff are good role models for behaviour. They do not raise their voices to the children or between themselves and deal effectively with minor squabbles. They encourage children to share, take turns and to care for each other. As a result children behave well and play cooperatively. When a child is upset, then others are encouraged to give them a cuddle to help them feel better. Staff place a high emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you' at snack times. They offer plenty of praise to boost children's confidence and self-esteem. They say 'well done' with a beaming smile when a younger child throws a ball and provide stickers on a chart for older children to recognise achievements.

For those children who have allergies or specific dietary requirements there are effective procedures for ensuring their specific dietary needs are known and met. This includes warning posters on the room doors, and care plans being posted in the main office. Healthy snacks, water and milk are readily available, and children freely choose these, and, when they partake of these. Menus are prepared by the children on a weekly basis and staff encourage them to eat a healthy diet. These menus are monitored by the manager to ensure a balance and that children will eat a minimum of five portions of fruit and vegetables a day. Daily routines for hand washing before meals and after lunch are securely embedded and undertaken independently by older children. Children respond 'Because of germs' when asked why we should wash hands. They understand the importance of this after helping to look after the guinea pig, feeding it left over fruit from snack time.

Staff take opportunities to discuss physical development as they arise, such as at circle time. Whilst awaiting a story the staff talk to children about parts of the body. Staff ask 'What's inside your mouth?' A child responds 'Teeth'. Staff then initiate a discussion about

how to clean teeth and the reasons for doing this. They also reinforce safety messages, such as when one child suggests that feet are used for running and that they do this indoors. This means that children are aware of personal hygiene issues and of keeping themselves safe.

Children's physical development is well-provided for through free flow access to the outdoor areas. Risk assessments are carried out which means children confidently and safely enjoy balancing on tyres, and climbing on the large equipment. The extensive wild life area enables children to become aware of the natural world, with willow structures for imaginative play and storytelling.

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

The management demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. They ensure all staff are familiar with and implement the policies and procedures. Risk assessment is in place and the maintenance of the premises and management of the safety systems good. The children are safeguarded through robust recruitment and selection processes. This helps ensure children remain safe at all times. Staff work closely with outside agencies to help families in crisis and are knowledgeable about the referral process and subsequent support on offer recognising that they have a responsibility for the whole child, and that this can include aspects of their family life. Advice pamphlets for parents are available in the reception area, along with a notice board detailing forthcoming activities in the area.

Through ongoing professional development staff gain new qualifications and develop their skills, knowledge and understanding. Individual development needs are identified through the effective appraisal, supervision and peer observation process. They are met by accessing local authority training and other routes including in-house. Whole setting development is identified through the self-evaluation process, and the supportive working relationship with the attached Teaching and Learning Consultant. Parents are involved in the self-evaluation process through the completion of regular questionnaires. This means staff and management know themselves well. They are able to identify areas for improvement, develop action plans and monitor developments with the benefit of an external review. All actions, including those from the previous inspection have been completed. However, these are not yet precisely targeted by overtly linking them to impacts on children's learning and care.

Students and volunteers are welcomed in the setting. The nursery has implemented an effective management system. Students are interviewed, undertake an induction process and allocated a mentor when they begin. They are then closely supervised and not allowed to be on their own with children during their placement.

The nursery works very well with parents. Parents feel welcome. They are knowledgeable about their children's progress and feel included in the assessment process. They feel valued and acknowledge that their suggestions have been acted on, such as dividing the

sleeping area in the baby room through the use of a curtain.

### 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

<b>Unique reference number</b>	400069
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	819222
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Rachel Clare Wilkinson
<b>Date of previous inspection</b>	25/08/2009
<b>Telephone number</b>	01423 567087 or 01423 522200

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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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