

Green Top Day Nursery

Green Top Nursery, Clayton Lane, Clayton, BRADFORD, West Yorkshire, BD14 6SP

Inspection date	04/12/2012
Previous inspection date	02/03/2011

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

The quality and standards of the early years provision

This provision is satisfactory

- Staff get to know the children well and develop positive relationships with them, which means children are happy and settled in the nursery and feel free to move around and decide what they want to play with.
- Children learn to behave well because staff help them to understand what is right and wrong and give them opportunities to develop their independence, particularly at meal times. This means they become confident in their own abilities and develop their social skills.
- Children develop their speaking skills through conversation, rhymes and singing. This means they become confident in talking to staff and their friends as they play and can explain what they are doing and what they need.

It is not yet good because

- There are not enough resources indoors and outside to help children to develop their imagination during role play activities, such as when they want to act out real life situations.
- Staff do not always follow fully the nursery's routines for ensuring children's individual dietary needs are met, to ensure their health and well-being is protected.
- Staff do not fully encourage parents to share information about their children's learning and development at home, to help them in planning activities in the setting that meet the children's individual needs.

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.

Inspection activities

- The inspector observed activities in all of the rooms and outdoor play area.
- The inspector met with the manager and spoke with the staff at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at children's learning records, planning documents, a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Green Top Day Nursery was registered under the current ownership in 2010 on the Early Years Register. It operates from five rooms on the ground floor of a detached, residential property in the Clayton area of Bradford, and is privately owned. The nursery serves the local area and is accessible to all children. There are three enclosed areas available for outdoor play. The nursery opens Monday to Friday all year round, with the exception of all

bank holidays and a week at Christmas. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 60 on roll, all of whom are within the early years age range.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery provides funded early education for three- and four-year-old children and supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the range of activities and experiences offered to children in the area of expressive arts and design by providing opportunities for them to use materials and props that support role play in areas such as the outdoor playhouse and home corner.

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

- ensure that the recent improvements made to the system for ensuring children's individual dietary needs are met, are robustly implemented
- develop partnerships with parents by encouraging them to share information about their child's learning at home.

Inspection judgements

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

Staff have an appropriate understanding of the Early Years Foundation Stage and the seven areas of learning and in most cases they are successful in observing, assessing and planning for individual children to support their play and learning. Children's learning records include written observations of their responses to the activities. These help staff to track their progress to assess if this is in line with the expected development bands for their age. The records are shared with parents; however, staff do not encourage parents to add their own observations of their children's learning at home to these. This means they are not able to sharply focus planning for children's next steps in their learning, in order to extend their progress further.

The organisation and presentation of toys and resources enables children to make independent choices regarding what they would like to play with and how they spend their time. For example, they enjoy filling and emptying containers as they play in the sand and water, which helps them develop their understanding of mathematical concepts, such as capacity. However, role play resources outdoors and in the two to three year olds room, are limited which means children are not able to fully engage in activities that develop their imagination, such as acting out real life experiences. For instance, children wanting to act out making meals using the play kitchen in the playhouse outdoors are unable to do so as staff have not considered providing items, such as play food and cooking utensils to support them in this. As a result, children abandon their play and the opportunities to play together socially and use their imagination are then lost. Children also describe the house as being 'messy' as they point out the items, such as material and cardboard in one corner and as having no 'babies' to put in the pram, which does not inspire them to use the area.

Staff provide regular activities to enable children to develop their communication skills and to extend their language. For example, they respond to babies as they babble and engage children in conversation at meal times, emphasising words such as 'gone', when the toddlers eat up their popcorn. The older children come together during the session for singing activities and are keen to join in with their favourites, such as 'Baa, baa, black sheep' and to learn new songs for Christmas. Children have appropriate opportunities to explore through using their senses. For example, babies enjoy investigating different textures, such as natural and shiny items; they turn these around and shake and bang them on the floor to see what happens. Toddlers explore the textures of cotton wool and glitter as they make 'snow' pictures, showing curiosity as the cotton wool also becomes stuck to their fingers and the older children enjoy exploring the properties of a mix of cornflour, glitter and water. Children have some opportunities to engage in learning opportunities outside the setting. For example, they visit the local library to choose different books. This helps them to develop confidence and independence away from their normal childcare environment which supports them in moving on to their next settings.

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

Staff find out about children's individual needs when they first start at the nursery by asking parents to complete an 'all about me' form where they are able to record their child's routines and their likes and dislikes. This helps to support a smooth transition from home into the nursery. Staff discuss children's dietary needs with parents so that they are informed of any preferences and more importantly, allergies. To help in meeting these needs, details are recorded on the child's place mat and a list is displayed in each room for staff's information. However, staff are not always vigilant in making sure they follow these arrangements. For example, during the inspection, the place mats did not remain on the table in the toddler room during lunchtime and the list was not up-to-date in the baby room, which means children's health is not fully protected.

Staff, as key persons, develop close relationships with the children, which means they feel emotionally secure. For example, staff respond by giving babies a cuddle when they feel a little unsure and when they become tired they know what soothes them to help them

settle for their nap. Toddlers enjoy staff's involvement in their play, especially during games of 'peek-a-boo' and children who may have special educational needs and/ or disabilities are given additional support so that they are included in activities.

Children have suitable opportunities to learn about self-care. For example, staff talk to babies about making them clean and comfortable as they change their nappy and all children are encouraged to wash their hands before meal times. Children learn to behave appropriately because they understand what is expected of them. For example, children describe using 'walking feet' indoors, showing an understanding that it is not safe to run inside. The older children have opportunities to develop their independence at meal times as staff enable them to serve their own food. As a result, they learn to have regard for others as they help themselves fairly to the food and to take turns as they use the serving spoon.

Children have some opportunities to learn about eating healthily. For example, they help to grow rhubarb which is used to make a dessert for their lunch. This enables them to learn about food sourcing and to contribute to the life of the setting. Children are encouraged to be physically active through accessing the outdoor play area. For example, they are able to learn to negotiate a pathway and avoid others as they use wheeled toys. They are able to make marks on a large scale as they use chinks on the ground.

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

The manager has an appropriate understanding of her role and responsibilities with regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, policies and procedures are in place which show how the nursery operates. However, these are not monitored effectively to ensure they are consistently implemented by staff. A variety of checks are undertaken to ensure staff are suitable to work with children and their ongoing their performance is assessed through supervision meetings and annual appraisals. Each member of staff has a training plan which means opportunities for them to enhance their knowledge and understanding of childcare practice is promoted. For example, one member is working towards an additional childcare qualification at foundation degree level and is beginning to share her new found knowledge of how children learn, with the rest of the staff team.

Partnerships with parents are positive in most areas. They are provided with a range of information in various forms, such as a welcome pack, newsletters and through a web site. Written and verbal updates of what their children have been doing each day are also provided. However, parents do not play an active part in planning for their children's learning as they are not encouraged to share information about what their children have achieved at home. Parents provide positive feedback about their satisfaction of the service, praising the staff team for their friendly approach. Suitable relationships have been forged with other providers, such as local schools that the children will move onto, in order to aid transitions. For example, teachers from some of the schools visit the nursery to meet the children. Staff also work with other professionals in order to provide tailored

support for children with special educational needs and/or disabilities.

The manager has recently resumed her role at the setting after a period of absence and this is beginning to have a positive impact. Along with the staff team she has reviewed the strengths of the nursery and prioritised areas for improvement. For example, with the help of a support worker from the local authority changes have recently been made to the way activities are planned, to ensure that they meet children's individual learning needs. These are beginning to be implemented. Attention is given to involving parents in the evaluation processes. For example, they were consulted prior to the revised opening hours being introduced, to ensure these would still meet their needs.

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	EY412434
Local authority	Bradford
Inspection number	894163
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	85
Number of children on roll	60
Name of provider	Mr Sanjay Bassi and Mrs Meenu Bassi
Date of previous inspection	02/03/2011
Telephone number	0127 4426230

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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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