

Greenfield Children's Centre

Greenfield Primary School, Coal Heath Lane, Walsall, West Midlands, WS4 1PL

Inspection date

Previous inspection date

22/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are very eager to attend nursery, settling in exceptionally well, supported by their key persons who thoroughly enjoy the role they play in the children's acquisition of skills, knowledge and abilities.
- Staff provide an exceptional enabling environment in which children develop high levels of confidence and independence.
- Children make excellent progress in all aspects of their learning and development supported by enthusiastic and passionate staff who know their key children's needs very well.
- Robust and rigorous safeguarding procedures ensure that children are very safe and secure.
- The premises are safe, very well equipped and welcoming. Careful thought has been given to the layout of rooms, providing children with easily accessible resources that challenge them and promote their learning.
- Excellent transition arrangements support children as they move on to a different base room or to school.

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 two play areas and completed a joint observation with a senior manager in the pre-school group.
- The inspector examined a range of documentation, including staff records, evidence of staff suitability, policies and procedures, and children's developmental records.
- The inspector spoke to several parents and carers about their views of the setting.
- The inspector sampled some documentation in relation to children's progress, evidence of suitability of practitioners working within the setting, the provider's self-evaluation record and a range of other documentation.

Inspector

Jennifer Turner

Full Report

Information about the setting

Greenfield Children's Centre operates from premises within the grounds of Greenfield Primary School in Shelfield, Walsall. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The children have access to a secure outdoor play area. There are currently 65 children on roll who are in

the early years age group. Children attend for a variety of sessions each week. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is open all year round, except for Bank Holidays and one week at Christmas, from 8am until 6pm. The after school club opens five days a week during school term times only; opening hours are from 7.45am until 8.45am and 3.25pm until 5.45pm. There are 10 staff who work with the children. Seven staff hold a level 3 early years qualification, four of whom hold a degree. Three modern apprentices are working towards a level 3 qualification. The setting receives support from Greenfield School and 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:

- extend the support for children who speak English as an additional language by further celebrating home languages and increasing opportunities for them to view and use that language in the setting.

Inspection judgements

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

Children flourish because staff recognise the uniqueness of each child and support their learning and development exceptionally well. Staff effectively and accurately identify children's starting points and the next steps in their learning through observation and assessment, during home visits and in the setting. The quality of teaching is excellent because staff have a secure knowledge of the Early Years Foundation Stage requirements, and how children learn. A high percentage of the staff team hold an early years degree and they all have regular opportunities to attend training to enhance the learning opportunities for all children. Staff use the knowledge gained to create a vibrant and stimulating play and learning environment, both inside and outdoors, for children to enjoy. Children are excited when fresh snow is poured in the light box and they search for objects hidden underneath, or drive toys cars making tracks in the snow. They taste the snow, pour it into different containers and watch it melt into water. Staff initiate discussion and pose questions, such as 'what can you feel?' and 'where do you think he is going in the snow?' Staff also introduce new words, such as, 'melting', 'freezing cold', and 'wet', and young children repeat the word as they enthusiastically experiment with new sounds.

Children are animated and enthusiastic as they make choices about their activities, which are extremely well prepared and attractively set out. Low-level, clearly labelled resources

are easy for all children to reach. This increases and promotes their independence from an early age. In all rooms staff create real-life experiences for children. For example, home corners look like a real kitchen, with a window draped with net curtains, overlooking flower beds in the garden, with a clock on the wall, vases with flowers, fresh fruits, vegetables, pots and pans. Children enjoy cutting up real tomatoes and oranges as they pretend to cook them, while younger children explore potatoes and sliced oranges. Listening to stories is exciting for children because staff use props and real-life items to add new dimensions to the story. Young children hold soft teddies as they listen to a story and choose a small boat or a bobbin as they sing relevant songs.

Children have enormous fun as they freely express themselves with junk boxes, hiding inside playing peek-a-boo, building towers and using sticky tape to hold it together. Staff throw see-through sheets over themselves and children as they sit underneath, playing monsters and finding small world dinosaur figures. Outside play is available in all weathers with children happily zipping up their coats and pulling on boots to go out in the snow where they make marks or throw snowballs. Children's early writing skills are developing extremely well as they draw with chalk, with even young babies encouraged to make marks in gloop and other substances. Programmable toys and equipment are available to enable children to learn the purpose and function of technology in readiness for school. When great interest is shown in the inspector's laptop, staff ask children if they would like to use the nursery's laptop, much to their enjoyment.

Children make excellent progress towards the early learning goals. Systems to assess their starting points on entry to the setting include parents' views about what their children can do, and as a result staff have a precise baseline in place from which to measure children's progress. Any child identified with special educational needs receives a fantastic level of additional support, enabling them to catch up with their peers. Staff work extremely efficiently in partnership with parents and other professionals to identify realistic yet challenging targets and, consequently, children are able to reach their full potential. Staff support children who have English as an additional language to settle well by learning key words and phrases in the child's first language. However, there is scope to further enhance the way in which home languages are celebrated, viewed and used within the setting. Parents are invited to attend regular reviews with their child's key person, where they view the learning journeys. They are encouraged to record their own observations of their children's learning at home to share with key persons. A child-sized doll goes home with children at the weekend and parents take photographs of his adventures to go in the photo album; this encourages extension to children's learning and development at home.

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

The highly effective key person system contributes towards children's feelings of security and well-being. The initial home visits and regular meetings between parents and key persons provide an opportunity to exchange and update all relevant information about the child's development and progress at home and in the nursery. Children are given time when they initially join the setting to develop relationships with the staff team; this enables staff to determine the best person to be the child's key person from bonds formed in these early stages. This supports children's emotional needs extremely well.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. A healthy and nutritious range of fresh fruit and vegetables are provided for children during meal and snack times. All children help themselves to fresh water throughout the day, which promotes their independence. Children's photographs attached to the water bottles ensure they do not share bottles, which helps to prevent the spread of infection. At meal times, children sit in sociable groups and older children eagerly serve themselves and pour their own drinks. These small groups successfully promote children's conversation skills as they chatter happily with staff. Children show an awareness of good personal hygiene as they implement good hand washing procedures before meals and after using the toilet.

Superb resourcing ensures that all age groups have a fantastic range of age-appropriate activities and toys to meet their needs. Babies satisfy their need to investigate and explore as they handle a range of sensory toys that smell, feel smooth, rough and crinkly in a treasure box. They enjoy shaking rattles, using the ample space to crawl about and express delight as they recognise themselves in the low-level mirrors. Children also learn about different people and communities through celebrating a range of festivals and accessing resources which support inclusive practice. For example, children play with dolls from different ethnicities, access dual-language books and small world play figures. Children have an exceptional understanding of safety. They understand the rules, which are displayed in the setting, as they have contributed to creating these. This shows the children their opinions matter and they are proud to show these off to others. Excellent links with the local schools, nurseries and other settings aid transition times. Reception teachers visit the setting and meet the children, and visits to local schools are also arranged. The setting also helps children to cope with moves around the nursery, providing them and their parents with a tour as they move into a new base room.

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

An exceptionally strong leadership and management team drives the vision and ambition for this setting. The management and staff work very closely to monitor all aspects of the setting. Staff are highly motivated as they are encouraged to undertake regular training, share skills and interests, as well as contribute to all aspects of the operation, including reviewing policies and procedures. This ensures ongoing improvement and a varied and stimulating programme is developed for all children. Peer observations ensure the exceptional level of commitment by staff to continually review and develop aspects of the provision. Consequently, the development plan for the future includes targets that are achievable and appropriate.

Self-evaluation is rigorous and extremely well documented, truly reflecting the strengths and weaknesses of the setting. This means plans for improvement are precise and meaningful. The strong management team leads with a clear vision for improving practice, ensuring that all children reach their full potential and are able to engage in all activities provided. There are excellent links with external agencies and parents to ensure that necessary interventions are sought to meet children's needs. This also ensures they are

able to close the achievement gap for those children who may be below what is normally expected for their age and stage of development. All agencies are in place to support the child and their family at critical times in their lives.

All staff and the management team are fully aware of and committed to the effective implementation of all safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have an excellent understanding of child protection issues due to regular training and are very confident about the procedures to follow if they have concerns. They work closely with the family support workers, health visitors and the safeguarding team. Comprehensive performance management systems, such as one-to-one meetings, peer observations and annual appraisals, help to ensure all staff are monitored, in order to identify their strengths and any areas for professional development. Staff, including long-term agency staff, are encouraged to attend regular training, and many in-house training sessions include parents. Recruitment procedures are robustly carried out to ensure that all staff are suitable to work with children.

Security and safety is given the highest priority in the setting and the necessary safety precautions are taken to minimise any hazards. Entrances to the setting are secure, with reception staff monitoring everyone who arrives and ensuring visitors are signed in and out. Staff regularly complete thorough risk assessments for all areas of the nursery, and for any visits away from the setting. Parents are unanimous in their praise for the staff and speak highly about how staff are enthusiastic and involve them in their child's learning and development. Parents feel welcome as they are encouraged to attend open evenings and open days to find out more about the nursery and how to support their children at home. Their views are sought through discussion and formally through questionnaires. Parents comment that, 'the staff are excellent, we could not have coped without them'. They say, 'they are very impressed with the way that their children are known and treated as unique individuals'. They consider the care to be 'excellent in every way', while another states 'It's great here can't fault it, my child is happy here'.

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
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		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	254449
Local authority	Walsall
Inspection number	818472
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	65
Name of provider	The Governing Body of Greenfield Primary School

Date of previous inspection	Not applicable
Telephone number	01922 694143

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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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