

Greenhays Childcare Centre

Green Lane, Red Lodge, Bury St. Edmunds, Suffolk, IP28 8LD

Inspection date	13/02/2013
Previous inspection date	18/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		2
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

- Children behave very well, playing confidently within the consistent behaviour boundaries.
- The emotional needs of children are met well, to promote their self-confidence and help them to develop a sense of belonging.
- The key person system is implemented well. This ensures that each child has a named person to take responsibility for their daily well-being and build positive relationships with parents.

It is not yet good because

- Observations of children are not effectively analysed, in order for staff to fully understand children's level of achievement and identify where they are in their developmental pathway. As a result, staff do not always plan activities that challenge and extend children's current learning and development.
- Children's communication, speaking and listening skills are not promoted consistently, to fully enable all of them to develop their vocabulary, take turns in conversation and develop the confidence to speak in large groups.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 baby room (blue room) and the pre-school room (yellow room).
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Greenhays Childcare Centre was registered in 1986. It is registered on the Early Years Register and the compulsory parts of the Childcare Register. It operates from two main rooms of a converted mushroom farm building in Red Lodge, Suffolk. There is a fully enclosed area available for outdoor play. The nursery is privately owned and managed. It serves the local area and is accessible to all children.

The nursery employs eight members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3, three have a level 2 qualification and two have no early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 42 children on roll, all of whom are in the early years age range.

The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the systems how staff observe and assess children's learning and development, to enable them to understand children's level of achievement, so that they can effectively plan and shape challenging and interesting learning experiences for each child, reflecting those observations.

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

- extend children's communication, speaking and listening skills by: encouraging older children to take turns in conversation, for example, during whole group activities; modelling individual words for younger children and encouraging them to repeat the word.

Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery to ensure that individual care routines are continued. Parents are encouraged to continue to share what they know about their child and this is added to the record of children's

learning (learning journey). Children's learning journeys give a useful pictorial record of their time in the nursery and at home, but the observations that accompany the nursery photographs are not sufficiently evaluated. This means that staff are not accurately identifying where children are in their developmental pathways. As a result, planning is not always suitably consistent in depth or breadth, to build on children's learning and ensure that they are making good progress in their learning and development.

Children enjoy their time in the nursery and develop a good sense of belonging. They confidently engage in playing with toys and resources and help to tidy away one activity before bringing out another. Consistent routines are followed that help children to develop in confidence. They know what happens next throughout the day. As a result, young children explore new toys and environment, secure that they can do this, knowing that familiar adults are nearby. Older children confidently play with the toys and resources and seek out familiar adults for help and support.

Staff respond well to children's interests and are actively engaged in their play. Children are given choice about what they want to do and staff ensure that they have the opportunity to join in. For example, when a child chooses to join an activity that is being led by an adult, they are readily included and the resources are shared with them. Children play well together and readily extend play ideas. They initiate conversations with each other and with adults. Staff successfully engage small groups of children in conversation, ensuring that each child has a turn to contribute. However, during large group times, older and more confident children dominate discussions. They are not sufficiently encouraged to take turns in conversation or to listen to what others have to say. This results in younger and less confident children not contributing. Younger children, in the blue room, communicate their needs and feelings through babbles and are beginning to use individual words. Staff respond well suitably to these babble and words, but do not routinely repeat words back, so that children can hear the word said correctly. Despite this, younger children do show a good understanding and readily follow simple instructions.

Children show a suitable interest in print and letters. They are able to name some letters on their individually written name cards and make links between the letter and the initial sound of their name. Most children recognise their first name. Older and more confident children spontaneously use plastic cubes to create the first letter of their name and readily say the letter sound. Children understand that print carries meaning and enjoy having stories read to them. They sit together with staff to listen to stories and show a good interest in the illustrations. Children understand that print carries meaning and are encouraged to see print in different situations, such as magazines and catalogues and labelling on displays. Some labels are written in languages other than English, reflecting the nationalities of the children attending. Children are encouraged to make marks on paper. Staff also provide other materials, such as shaving foam, to encourage children, who do not show interest in writing on paper, to make marks and develop early writing skills appropriately. Babies and younger children enjoy the sensory enjoyment of making marks with paint and use their fingers to explore the texture of the paint. They show interest in the marks that staff make on paper, watching attentively as their name is written on their pictures.

Older children show a good awareness of number and readily count during play situations. They understand the concept of sequencing and easily sequence two colours when building towers of plastic cubes. Older children name familiar colours, confidently using 'dark' and 'light' to differentiate between shades of the same colour. However, staff miss opportunities to challenge more able children, for example, by sequencing three colours. Despite this, staff promote mathematical language well, using words, such as 'tallest' and 'shortest'. Children confidently predict, which are the shortest and tallest towers. They understand that this may change when extra cubes are added or cubes are taken away.

Children's physical development is progressing well. Staff encourage active play to promote the development of children's running, jumping and climbing skills. A varied range of physical play equipment is provided outdoors. Children have daily opportunities to play in the nursery garden. When possible, children have free flow of movement between indoor and outside spaces. During colder weather, outdoor play is timetabled into the nursery routine.

Older children confidently use one-handed tools, such as knives and forks. They hold scissors correctly and enjoy snipping at paper. Some children are able to cut out recognisable shapes. Staff support babies' drive to crawl, stand and walk, encouraging them well in their efforts. The blue room is organised to allow babies maximum space to move and explore. As a result, babies confidently show an interest in their environment and reach for toys that are just out of their grasp.

Children show a good interest in technology and enjoy exploring toys with buttons and simple mechanisms. Older children have access to computer keyboards. Younger children play with pretend telephones, basing their play on their own experiences, such as saying 'hiya' into the telephone as they toddle around the room. Children are supported to learn about the wider world appropriately. Staff respond well to children's interest in what is happening in the world. For example, when an earthquake hit Haiti, a child showed an interest in this and talked to staff about it. As a result, the nursery talked to all of the children about the earthquake and they carried out a fundraising activity to raise money to support the people of Haiti. The nursery also promotes other events, such as 'world water day'.

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

Children are happy and settled because good processes are in place that help support their transition into the nursery setting. Children's emotional needs are met well because an effective key person system is in place. This helps children to build secure bonds with staff. Transitions between rooms are managed well. Staff consider children's emotional and physical needs, as well as their learning needs, when deciding if they are ready to move from one room to the next. They are not moved because of their age. Staff discuss the move with parents. Children are prepared well and are fully supported by their key person in this transition, to ensure that their emotional needs continue to be met.

Staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour. As a result, children behave very well. Consistent

boundaries are in place to help children know what is expected of them. They readily share and take turns with popular resources, are helped to play harmoniously together and have respect for each other's needs and feelings. Children are building friendships with each other and even very young children seek out others to share experiences.

Children are helped to develop the necessary skills, which helps them to embrace new experiences with confidence. This helps them to prepare for the next stage in their learning and development, such as moving on to school. Staff install a sense of well-being, as children are safe and feel safe with them. The thoughtfully planned playrooms create enabling environments for all ages of children, to promote independence and engage them in purposeful play. Toys and resources are stored well to enable children to choose what they want to play with, promoting their sense of belonging and independence.

Children's health needs are met well. They are helped to understand the importance of a healthy diet and make healthy choices about what they eat and drink. Children are encouraged to be active and all of them have daily opportunities to be outdoors. Older children confidently manage their own personal hygiene needs, taking themselves to the toilet and washing their hands afterwards.

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

Management and staff understand the welfare and safeguarding requirements of the Early Years Foundation Stage, in order to ensure that they are working within the framework and meeting their legal duties. The nursery premises are safe and secure to protect children from intruders. Risk assessments are carried out, to ensure that hazards to children are identified and steps are taken to limit risks. This ensures that children can play safely indoors and outside. Staff are aware of the signs and symptoms of abuse, to help them recognise that a child is being abused or is at risk of abuse. They know what to do if they are concerned, in order to safeguard the welfare of children. A record of the Disclosure and Barring Service Check is maintained for all adults, who work at the nursery.

Staff are enthusiastic and motivated. They work well together as a team and are committed to promoting better outcomes for children. There are suitable arrangements to monitor the performance of staff and plan for their continuing professional development. Self-evaluation takes into consideration the views of children and parents and this supports the identification of the nursery's strengths and weaknesses. The views of parents are acted upon. For example, as a result of a recent questionnaire, a weekly menu is now displayed, so that parents know what foods their child is going to be offered during the week. Actions and recommendations raised at the last inspection have mostly been met to a good standard. Although, there are systems in place for monitoring the learning and development requirements, there are still improvements to be made to how observations of children are evaluated, to give a clear picture of their progress.

The nursery has friendly and trusting relationships with parents. Staff find out about children's individual care routines. They keep parents informed about their children's progress. Parents report that they are happy with the service provided. Staff are friendly

and caring. Parents particularly like the range of activities that are offered to their children and are reassured that they enjoy the time that they spend at the nursery. There are effective arrangements to support children with special educational needs and/or disabilities, including seeking the advice of other professionals. This ensures that children's individual needs can be identified and met, to help them make the best progress that they can in their learning and development.

The Childcare Register

The requirements for the compulsory 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 action. 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	251498
Local authority	Suffolk
Inspection number	902398
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	42
Name of provider	Greenhays Nursery School Ltd
Date of previous inspection	18/05/2009
Telephone number	01638 750658

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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, which are usually the childminder's 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
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