

# Greenways Nursery School

Snoxhall Pavillion, Snoxhall Fields, Knowle Lane, Cranleigh, Surrey, GU6 8JW

## Inspection date

23/05/2013

Previous inspection date

13/06/2011

## 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 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 are happy to come to nursery and enjoy many of the activities prepared for them.
- Staff care for the children well and keep them safe as they play.
- Children develop some of the important skills that will help them when they transfer to school.
- Children's physical development is well promoted, so they become confident in climbing, jumping and using tools.

### It is not yet good because

- Assessment is not consistent and is not always used effectively to plan activities that will help all children to make good progress.
- Procedures to monitor the quality of practice and provision are not meticulous enough to ensure there is consistently good provision.
- Self-evaluation and action plans to improve provision are not yet fully effective.

## **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.

## **Inspection activities**

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, some parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, staff suitability records, policies & procedures and H&S records.
- The inspector talked with children as they played.

## **Inspector**

Elaine Joyce

## Full Report

### Information about the setting

Greenways Nursery School has been registered since 1988. It is situated in the village of Cranleigh in Surrey, within the grounds of the Snoxhall Fields. The nursery is based in a pavilion and comprises of one large room, toilets and a kitchen. There is open access to an enclosed outdoor area. The nursery is registered on the Early Years Register. There are currently 23 children on roll aged between two and five years old. The nursery opens Monday to Friday during term times from 9am until 1pm. Children attend from a wide catchment area and for a variety of days each week. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. There are five staff working at the nursery, including the manager. Four staff hold relevant childcare qualifications.

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

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

- develop the consistency of observations and assessment and use them to ensure challenging learning experiences are planned for each child to help them make good progress
- develop more effective systems to monitor staff and identify training needs to ensure consistency in practice across the pre-school.

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

- develop more effective systems for monitoring and self-evaluation and include more contributions from parents and children to improve practice.

## Inspection judgements

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

Children enjoy many of the activities and opportunities that are set out for them. Activities cover all the seven areas of learning and many of these activities are thoughtfully prepared. For example, two girls spend a long time at the outside water tray picking up shells and stones using the large plastic tweezers and this helps them to develop their physical skills. However, a few children take a long time to settle and move around the room looking for something to engage them. Staff are usually able to encourage children

to join in activities. They play alongside the children and model new vocabulary and skills. The youngest children enjoy matching adult and baby animals and have fun making animal sounds when they are successful. However, on some occasions, adults over-direct activities and this makes children reluctant to join in or 'have a go' because they are not confident they will be able to succeed. Most adults have a clear understanding of ways to help children learn and develop. They stop to listen carefully to what the children are saying and are watchful whilst children play so they can offer ideas or ask questions to extend learning. However, in a few instances, adults ask children to complete tasks that do not interest the children or match their stage of development sufficiently. For example, they are encouraged to use scissors to cut out small circles before they have fully developed the skill of snipping a straight line.

Children's learning and development is regularly observed and records are kept of what they can do. Parents are asked to write about their child's interests and development when they start at nursery. This helps staff to record and track the progress of the children during their time at the nursery. However, this information is not used consistently to plan suitably challenging experiences to support learning.

The nursery has a good range of books for children to enjoy on their own or with an adult. Adults are able to use books to support learning in small groups or with one child. For example, one of the older children listens carefully to a story as they sit with an adult in the outside area. She is careful to clarify the meaning of words to make sure they understand what they are listening to and this supports their communication and language development well. However, in the group story telling session staff fail to fully engage children who then become restless and the younger children soon lose concentration.

Staff promote children's physical development well by providing a range of wheeled toys and an obstacle course that is set out for them in the outside area. They have fun travelling along the balance blocks and hopping into hoops. Children are encouraged to count and to recognise numerals at different times during the session. In a group activity older children are helped to count accurately to five. They listen to a story about five puppies and learn about the shape of a pentagon. They match numerals and record this by drawing round their hands and writing the numerals one to five on their fingers. Counting songs and rhymes also support suitable mathematical development.

Some good provision helps a number of children to learn and develop well but staff practice is not consistent and as a result, several children do not make good progress. Each adult has particular responsibility for a group of children and this helps them to get to know their likes and dislikes and their stage of development in more detail. They meet with parents to share information about the children and this helps the nursery to make satisfactory provision for the particular needs and interests of individual children. Most children are working within the levels expected for their age group and make satisfactory progress during their time at nursery.

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

Children are warmly welcomed into the nursery as they arrive. They show they feel confident and safe as they happily say 'goodbye' to their parents and chat to the staff about what they have done at home. Staff know the children well because they have taken time to talk to parents and develop good relationships with them. Parents comment on the good care taken to make sure children from all cultural backgrounds feel comfortable and valued at nursery by providing books and resources that are familiar to them. Staff make time to learn key words in children's home languages and this helps them to settle into nursery.

Staff understand the procedures to follow if they have any concerns about a child and there are systematic routines in place to monitor and support all aspects of health and safety. These clear systems all help to keep children safe. Good day-to-day hygiene habits are promoted and children know they need to wash their hands before they eat. They are encouraged to manage their personal needs independently and older children manage this well. The nursery works well with families to support toilet training. Parents are encouraged to provide children with a healthy meal in their lunchboxes and children are offered a variety of foods at snack time. They know that some foods are treats.

The staff set up the furniture and equipment each day and they create a spacious and welcoming place for the children by presenting the toys and activities thoughtfully both inside and in the outdoor area. Children can get to the equipment easily and there are good opportunities for them to make some independent choices.

Adults are positive role models and demonstrate good relationships to the children. Consequently, children's behaviour is generally good and supported well in small groups and for individual children. Older children begin to keep a 'scrapbook' of some of the work they do with adults during their last term in nursery. They take pride in this book and they work on activities that will help their handwriting and number skills when they transfer to school. These skills and the opportunities to explore and investigate independently together with good development of their personal and social skills help prepare the children for successful move to their reception classes.

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

The nursery manager identifies some of the nursery's strengths and areas for development and talks about her plans to improve provision. She rightly identifies the need to improve the rigour of her monitoring across all aspects of the nursery. The manager and individual staff meet for performance management discussions. Recent training and new performance management systems are just starting to impact on the quality of practice of some staff but inconsistencies remain. Self-evaluation processes are developing and are slowly impacting on improvement but are not yet fully effective and do not systematically include the views of parents and children.

Since the last inspection, the nursery manager has updated the systems to assess and track the progress of children. As a result, activities for children are often more

thoughtfully matched to the children's different stages of development and this supports better progress for many children. However, staff practice is inconsistent and the accuracy of observations and assessment varies across the staff team and does not always reflect the interests and abilities of every child. The manager is starting to monitor the use of these systems to ensure consistent and accurate assessment but this has not had time to make an impact. She has trialled different systems to improve the balance between adult-directed and child-selected activities and has established a group system that is beginning to work well. She is beginning to carry out more thorough monitoring of the curriculum to make sure the nursery makes good provision for all areas of learning. However, this is at an early stage and any impact is not yet evident.

All staff understand and implement the safeguarding and welfare requirements. They understand the nursery procedures for protecting children. There are established safety procedures in place, for example staff and children take part in regular fire evacuation practice. These systems are supported by clear safety policies, which all staff sign to show they have read and understood them. All these procedures help to keep children safe in nursery.

There are effective relationships with parents, who talk positively about how they work in partnership with the nursery, for example to manage toilet training. Staff are aware of the needs of particular children and work with families and other agencies to provide appropriate support. The nursery makes use of the support available from other professionals to help them meet the particular needs of individual children. Interventions and support to meet children's individual needs are satisfactory.

## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 120050                   |
| <b>Local authority</b>             | Surrey                   |
| <b>Inspection number</b>           | 813591                   |
| <b>Type of provision</b>           | Sessional provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 5                    |
| <b>Total number of places</b>      | 26                       |
| <b>Number of children on roll</b>  | 23                       |
| <b>Name of provider</b>            | Karen King               |
| <b>Date of previous inspection</b> | 13/06/2011               |
| <b>Telephone number</b>            | 07929922415              |

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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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