

Green Gables Day Nursery

Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE

Inspection date	24/06/2013
Previous inspection date	18/10/2012

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		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 of learning due to the effective planning, monitoring and assessment systems ensuring next steps in learning are identified and the environment is effectively organised to cover all areas of learning and care.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Exceptionally secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- The embedded appraisal, monitoring, and supervision system, enables the staff to identify areas for personal development and work in an environment of continuous improvement.
- Highly positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to enhance the already good information available for parents and carers, when children move from the baby room.

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 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 playrooms and outside areas used by the children.
- The inspector held discussions with the management and staff throughout the inspection.
- The inspector looked at children's learning journey records, planning and a selection of policies, procedures and other relevant records and safeguarding documentation.
- The inspector took account of the views of parents spoken to on the day and through written feedback provided.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Green Gables Day Nursery was registered in 1996. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built single storey building in the Hookstone area of Harrogate, North Yorkshire. The nursery is privately owned and managed. They serve the local and surrounding rural areas. 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 hard 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 currently employs 11 members of staff. The owner 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 holds a qualification at Level 3 and there is a member of staff in each room who has a Foundation Degree. There are six members of staff who have child care qualifications at level 2 and 3. There is additional supporting staff for administration and a cook employed.

The nursery is open for most of the year. It is closed between Christmas and New Year and for one week in July when the Great Yorkshire Show is held on the showground. Sessions are from 7.30 am until 6 pm. Children attend for a variety of sessions. There are currently 48 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and disabilities.

What the setting needs to do to improve further

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

- enhance the information given to parents and carers when children are ready to move from the baby room, for example, more information about the experiences provided for children and how they can support learning at home.

Inspection judgements

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

Children make good progress in the nursery through accessing a wide range of play opportunities. Staff ensure they have a good knowledge of children's starting points when they first attend. Parents are asked for comprehensive information including the stage of development and what their child can do, alongside their daily routines and favourite activities. Regular, effective, detailed observations and assessments mean that the children's next steps in learning are identified and planned for. The weekly planning is displayed in each room, therefore all staff are fully aware of the focus for each child and individual learning needs are well met. Staff are proactive in seeking additional support and guidance to close any gaps in children's learning to help all children, including those with special educational needs, achieve their full potential. The staff have a 'plan, do review' approach particularly with the younger children and those that speak English as an additional language or who require additional support. This ensures that the key person as well as the team, have an accurate understanding of their progress and future development needs.

The staff ensure that all seven areas of learning are covered, through robust monitoring of each child's learning profile, planning sheets, staff practice and the learning environment. The environment is effectively organised both indoors and outdoors for children to learn as they play. Areas of play are identified and lots of displays promote the language related to that area or theme. For example, the transport display has children's pictures and words to support children learning about the different methods of transport.

Children are very confident and self-motivated. They cooperate well in their play and learning. In the pre-school room they select equipment and resources themselves, and staff ably develop the chosen activities to cover other areas of learning. For example, two younger children playing in the water practising pouring skills are supported by a member of staff to extend this into measuring and counting, where they count confidently up to 10. Outside a small group of children are building a large construction, and confidently inform they are building a house. Staff develop their thinking about size and height and when it starts to lean they decide it is a leaning house and if they do any more work it may fall so photographs are taken. This means children are developing their mathematical skills of number, estimation and measure. At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting children's critical thinking and understanding. Children recognise their written names on coat pegs and when they self-register on the large dragonfly. Labelling and mark making materials are freely available indoors and outside so children can draw and make marks, promoting their understanding of the written word. The ongoing access to the outside areas fosters a positive approach to the children's physical play and development, their confidence and growing independence. Children's communication skills are promoted well by staff who encourage older children to share their thoughts and ideas, for example at circle time, and initiate discussion about favourite topics, such as 'people who help us'. This encourages children to talk as well as listen to others. All of these activities help children to gain a good range of skills in readiness for school when the time comes.

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 good communication with parents. They feed back to staff what children are doing 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 at home. Their child's development profiles are freely available and parents state they feel included in and well informed of their children's progress. They have opportunities to attend some events about how children learn. They are knowledgeable about their children's progress and feel included in the assessment process.

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 weeks planning so ensuring children are happy to come into the nursery knowing there will be activities they enjoy. Support for children moving areas in the nursery are well planned and enable children to feel comfortable with their new key person and surroundings. However, there is scope to provide parents with more information about the next stage of learning, when children move from the baby room into the dragonfly room, further supporting children as they move within the nursery.

Staff are good role models for behaviour. They provide a calm and reassuring environment, dealing sensitively with any minor disputes. They encourage children to share, take turns and to care for each other. As a result, children behave very well and play cooperatively. They respect each other, and thinking about how others may feel in a situation plays an effective part in developing children's understanding of making friends and developing positive relationships. 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 highly effective procedures for ensuring their specific dietary needs are known and met. This includes warning posters on the room doors, and care plans being readily available. Healthy snacks, water and milk are readily available, and children freely choose 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 know why they need to wash their 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. Children clean their teeth after lunch and learn the reasons for doing this. This is very effective in fostering children's understanding of keeping healthy and safe. Nappy changing and toilet training is linked to children's individual needs, working closely with parents and carers.

Safety is managed very effectively through all areas of the nursery. Children are supported to use the wide range of resources, tools and equipment safely as staff guide them, but enable them to take appropriate risk. For example, when in the garden or using scissors and other utensils to cut with, children demonstrate how to do it safely. Staff reinforce safety messages, such as when one child is in the garden and selects to use the small rake, they say 'Remember it has two ends'. This means that children are aware of keeping themselves and others safe. Medication, accidents and incidents are well documented by the staff and the management team oversee these to ensure the guidance is followed ensuring parents and carers are kept fully informed.

Children's physical development is very 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 wildlife area enables children to become aware of the natural world, with willow structures for imaginative play and storytelling. They grow plants and herbs and dig up the weeds round the beans that are struggling to grow. They water the new plants and harvest the fruit and vegetables when they are ready and the cook ensures they are linked to the menus for the children to sample.

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

The owner and manager demonstrate a clear understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. Safeguarding is highly effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. All staff keep updated with their safeguarding training and are well informed about child protection procedures and who to contact should they have any safeguarding concerns. Good systems are in place which enhances the safeguarding practice. For example, policies are discussed at staff meetings and the robust recruitment and selection procedures follow guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Through completing staff supervision the nursery ensures that staff continue to meet these requirements. Staff work effectively as a team and there are meetings established both in the areas they work in and as a full team. This helps ensure children remain safe at all times. Staff work closely with outside agencies to help families in crisis and are very

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. Parents are kept well informed about safeguarding procedures through newsletters and the parent's notice board.

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 training. Whole setting development is identified through the self-evaluation process, and the supportive working relationship with the local authority. 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 past actions and recommendations, including those from the previous inspection have been addressed. The self-assessment is now looking at the impact on children's learning and development.

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 work closely with Children's Social Care and in partnership with other professionals, such as health visitors, school nurses and the children centre. This work with other agencies and professionals supports their shared support of the children and parents, to provide an inclusive service.

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 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	400069
Local authority	North Yorkshire
Inspection number	921994
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	48
Name of provider	Rachel Clare Wilkinson
Date of previous inspection	18/10/2012
Telephone number	01423 567087 or 01423 522200

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Type of provision

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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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