

Greenacres

143b High Street, Hampton Hill, Hampton, Middlesex, TW12 1NJ

Inspection date	31/07/2013
Previous inspection date	21/02/2011

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

- Staff are enthusiastic and very well motivated in their roles with young children.
- Staff relate well to the children, nurturing, encouraging and praising them for their achievements.
- Language and communication is encouraged very well in all rooms by the knowledgeable staff.
- High quality information is displayed and shared through newsletters to inform parents about events and child development.
- The leadership and management team are enthusiastic and innovative in their development of staff skills and motivation resulting in a happy workforce.
- A broad range of high quality resources are easily accessible both indoors and outside.

It is not yet outstanding because

- Some staff do not plan effectively to enable daily routines to be used as valuable learning opportunities.

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 the premises and resources with a senior member of staff.
- The inspector observed the children at play.
- The inspector examined records and documents provided by the staff and management.
- The inspector read the provider's self evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

Greenacres Day Nursery opened in 1996 and is owned by Greenacres Day Nursery School Limited. It is based in Hampton Hill, Middlesex and operates from two buildings connected by a garden. The nursery serves the local community. Greenacres Day Nursery is registered on the Early Years Register and cares for children up to three years of age. There are currently 56 children on roll. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group opens five days a week, all year round from 8am to 6pm. Additional hours can be offered if required. The day nursery employs 18 full and part time staff who work with the children. The manager and 13 staff hold appropriate early years qualifications. Five staff are currently working towards a recognised early years qualification.

What the setting needs to do to improve further

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

- organise nappy changing and hand washing routines in the Little Stars room to make this a more personal, fun learning experience
- plan meal times in Little Stars to enable them to be learning opportunities where children develop their independence and social skills.

Inspection judgements

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

The enthusiastic staff team ensure that each child makes good progress in all aspects of their development. Children enjoy the freedom to explore various activities both indoors and outdoors to help them develop their skills confidently. Staff are vigilant and adapt to individual learning needs to provide good opportunities for children to extend their skills. Children have easy access to writing materials, both indoors and outdoors. For example, they use paint and chalk to create pictures. They also enjoy painting with water in the garden. Labels and photographs help to encourage children to begin to understand that the written word has meaning.

Staff are keen to help children who speak English as an additional language. For example, they have gathered from parents the pronunciation of words that children use in their first language. This enables the staff to recognise and acknowledge if the child uses the word.

This helps to build the child's confidence as their efforts are recognised. Staff can then offer the appropriate word in English. Children are learning to say hello in the languages of the children who attend the nursery. For example, they confidently greet each other at circle time in German. This builds on their knowledge and understanding, which is then transferred into their developing English.

Staff provide a very good commentary to their actions and use mathematical language in everyday activities. For example, they count as they help children put on shoes and clothes. They refer to shape, position and size as they do puzzles and help with the tidying up activities. Children throughout the nursery enjoy stories. Babies enjoy board and rag books, turning pages and sitting close to the staff member who provides a commentary to the pictures. Older children use the books independently looking at the pictures and turning the pages with care. Adults read to children who sit close to listen attentively. Communication and language skills are encouraged very well throughout the nursery. Staff encourage children by providing opportunities to recall events and speculate about what will happen next. Displays of numbers and labels encourage children's awareness of their meaning. Children learn about the natural world through a variety of interesting activities. For example, They have a garden area where they grow plants. A secure water butt gathers the rain and the children fill their watering cans to water the garden independently.

Staff demonstrate a good awareness of each child's ability. Observations and assessments of children's development are up to date and high quality and include information provided by parents. Staff plan challenging but achievable next steps for children and monitor progress carefully. Parents are encouraged to comment on their child's progress and share information to ensure they work in partnership. Assessments are undertaken for children between two and three, and offer valuable information about development. The records indicate children make good progress in all aspects of their learning and development.

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

Staff generally ensure the nursery experience contributes to children's well-being very effectively. Staff follow good hygiene routines and ensure the nursery is clean and hygienic. Children demonstrate an appropriate awareness of sensible hygiene routines relevant to their ages and abilities. However, in the Little Stars room the bathroom and nappy changing routine is not always managed effectively. Children having their nappies changed have nothing interesting to look at or distract them. Sometimes staff encourage too many children to wash their hands at the same time. Consequently, staff do not always use this routine to provide a good learning opportunity. Every day all the children have many opportunities for outdoor play enabling them to explore the garden and the various play equipment. This encourages development of physical skills as they walk and climb on different surfaces in the fresh air. Babies crawl safely around their play area exploring the many tactile resources available to them. Many pull themselves to standing and proudly take their first steps. They negotiate the different soft play surfaces with increasing confidence.

Children enjoy freshly cooked meals prepared on the premises. The menu is varied, balanced and nutritious providing children with the energy they need to enjoy their activities. Water and milk are offered throughout the day along with healthy snacks, which include fruit. Mealtimes in the Little Stars room are not always managed effectively. Children sometimes have to wait a long time for their food as platters are passed between the tables. This does not sufficiently promote the social opportunities of mealtimes. Familiar key people build positive relationships with children and they ensure each child has opportunities for plenty of physical and stimulating activity, restful times and good food. These aspects of the nursery day all help children to enjoy their nursery experience.

The setting makes good use of the garden ensuring all the children have daily activities in the fresh air and natural light. This increases their sense of well-being and helps to develop their senses. The babies sleep in cots and toddlers on sleep cushions or sleep mats. They benefit from a regular sleep time. This helps them to feel happy and comfortable and make the best of the fun opportunities available to them. This welcoming nursery is well equipped and good care is taken to make it a homely environment. For example, the baby room has attractive toys at low level, cushions and carpets for the children to crawl. Everyone entering the nursery removes their shoes to help to promote a hygienic environment.

Staff are good role models; they are vigilant to the safety of children and undertake risk assessments of the environment and activities. Staff praise and encourage children meaningfully. This helps children to understand what they have done well and helps to build their self-confidence. It also reinforces children's understanding of expected behaviour as they learn to share, take turns and respect each other. Children are confident, relating well to the staff and visitors. The older children know the routines and are keen to help. This increases their independence skills. Staff help to prepare children for moves within the nursery or their move to nursery school. Visits are planned with key people and the child will gradually visit for longer periods. They encourage children to develop their independence in preparation for their next experience in nursery. For example, they encourage potty training.

Appropriate safety measures are in place. For example, safety gates on the stairs and the outer doors are secured. Identity checks are made before people are invited into the nursery. Staff talk to children about safety encouraging their understanding and awareness how they can help keep themselves safe. The fire drill is regularly practised enabling staff and children to confidently evacuate the premises if required.

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

Safeguarding information is clearly displayed in the entrance to this nursery, reminding both staff and parents of the importance of reporting concerns to the relevant authority. The display includes the safeguarding policy, which is also shared with parents on admission enabling them to understand the settings role in reporting concerns. Staff demonstrate a good understanding of their role in safeguarding children and the signs and

symptoms which would give them concern. The leadership and management team understand their role in reporting concerns to the local authority and notifying Ofsted. Appropriate measures are in place to ensure staff are suitable to work with children; this includes seeking references and suitability checks.

Comprehensive risk assessments are undertaken and adapted to meet the developing abilities of the children. Regular fire drills help to ensure the premises can be evacuated swiftly in an emergency. The premises offer a high level of security. Children are always supervised closely in the garden and indoors to promote their safety, and staff are effectively deployed. Comprehensive risk assessments are in place. The risk assessment process is a continuous process in this nursery as accidents and incidents are regularly reviewed and evaluated in order to continuously promote safety. Personal phones and cameras are not allowed to be used with the children for safeguarding reasons. Permission is sought to take photographs for the children's development records and displays and the nursery equipment is used for this purpose. The resources are all high quality and stored effectively to enable children to access them independently. High staff to child ratios are maintained to ensure the young children have the attention they need at all times.

Leadership and management is strong. Staff speak highly of their opportunities to develop their knowledge and skills through training opportunities. They feel well supported in their roles. Staff demonstrate a good awareness of how young children learn and the requirements of registration. All the required records are maintained to manage the setting efficiently and effectively. The leadership and management team are clear and confident about their role in reporting changes and events to Ofsted. The certificates of registration and insurance are clearly displayed to reassure parents of the registration details.

Effective management and training opportunities help staff to understand the importance of building positive relationships with parents and others involved in children's lives. Systems implemented in the nursery enable staff to recognise the individuality of each child and seek advice and support to manage differing needs. The setting has a good relationship with the school that children move on to enabling information to be shared very effectively.

Robust recruitment and induction systems are in place to ensure staff are suitable and fully understand their roles in the nursery. Annual appraisals and reviews help staff to identify learning and development needs. The owner of the nursery is proactive in finding innovative ways to develop the staff's abilities to review their practice. Staff regularly reflect on their work at staff meetings. They seek parental opinions to help inform their self-evaluation and a parent forum has been established to encourage parental involvement. A regular newsletter for parents provides valuable information about aspects of development in addition to news about the nursery. For example, information about behaviour issues, such as biting has been included, as well as details about different activities, and how children benefit from them.

The leadership and management team, monitor the educational programme generally well. They have a clear vision for ongoing development and strive to offer a high quality provision for children. This is supported by continuous staff development including

opportunities for degree level training. They work closely with the local authority advisers and welcome the advice and support available.

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	511417
Local authority	Richmond upon Thames
Inspection number	930494
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	56
Number of children on roll	24
Name of provider	Greenacres Day Nursery School Limited
Date of previous inspection	21/02/2011
Telephone number	020 8941 8608

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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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