

Greengate House Nursery

188 New Line, BRADFORD, West Yorkshire, BD10 0BX

Inspection date

16/09/2013

Previous inspection date

01/09/2011

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

- Children progress effectively with their learning, because the staff plan a broad range of fun and challenging activities to support them.
- The management team regularly monitor how the educational programmes are implemented. This ensures that any gaps in the children's learning are effectively addressed to support all children's good progress.
- Children receive a good balance of indoor and outdoor play activities. This supports their all-round development well.
- Parents are actively involved in all aspects of their children's care and learning. This shared approach between staff and parents, effectively supports children's achievements.
- Children develop positive relationships with the staff and other children. This is because the staff include them all well in activities, and they praise their achievements.

It is not yet outstanding because

- Staff are not always consistent with how they ask children questions during activities, to maximise the use of opportunities for children to extend their critical thinking skills.

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 all the playrooms, the bathroom areas, and the outside playing areas.
- The inspector sampled a range of documents that included children's records of learning, policies and procedures, and evaluation of the provision.
- The inspector spoke to several staff about the learning intentions of activities observed at the inspection.
- The inspector spoke to the managers about the operational procedures in place to support children's care and learning needs.
- The inspector spoke to several parents, and children in all the rooms.

Inspector

Melissa Patel

Full Report

Information about the setting

Greengate House Nursery is privately owned and opened in 1996. It operates from a converted business dwelling set back off the road in Greengates, Bradford, West Yorkshire. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to three playrooms on the ground floor and one playroom on the first floor. All children have access to an enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year, except on bank holidays.

There are currently 63 children on roll. Children attend for a variety of sessions each week. There are 19 members of staff, most of whom, including the provider hold appropriate qualifications in early years, and some staff members are working towards an early years qualification. One manager holds a Bachelor of Arts degree in childhood studies and one staff member holds a Post Graduate Certificate in Education with qualified teacher status. The nursery receives support from the local authority. The nursery provides funded early education for two-, three- and four-year-old children. The provision supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- support staff in extending children's critical thinking skills even further, for example, by ensuring that they consistently develop the use of open-ended questioning during activities.

Inspection judgements

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

The staff have a good knowledge of the children's individual learning needs. This results in, all ability groups receiving effective support to help them progress towards the early learning goals. Children are making good progress according to their starting points and time spent at the provision. The staff plan interesting and challenging experiences for the children. For example, the younger children enjoy themselves as they use their imagination exploring the den that they make with the staff. The staff are cheerful as they help them crawl in and out of the den. This encourages the children to explore and supports their physical skills well. The children learn to co-operate well with each other as they explore. Staff effectively support them by encouraging the children to share the

resources and help each other in making the den.

Staff throughout the nursery consistently support children's rapidly developing communication skills. The staff are enthusiastic in their approach to children. For example, they get down to their level and clearly repeat words to help children understand their meaning. Staff often introduce new words, such as 'slimy' to help more able children describe how different textures feel as they explore them. Staff support the babies' communication skills effectively by using consistent talk and gestures to encourage their progress. Children who speak English as an additional language receive good support from staff. This is because the staff learn key words in the children's home language to support their communication skills alongside supporting their learning of English as they play. There is some good use of questioning to extend children's thinking skills, throughout the nursery. For example, staff regularly ask questions that help children count, and recognise colours and recall how they carried out a task. This helps children follow through the thinking process and develop their ideas. However, there are times when staff do not always follow up questioning to extend children's critical thinking even further, such as asking 'how?' and 'what happens next?' questions consistently. This means that there is scope within the provision to further develop children's critical thinking skills and to therefore, help the children make the best possible progress they can.

Children have many opportunities to extend their literacy skills effectively. For example, they listen to, and join in, stories. Staff are pro-active in helping the children point to words and talk about the events in the story. This aids their understanding of the course of events and helps them make sense of the happenings. Mark-making opportunities are profuse, and often incorporated into creative activities. For example, the babies learn to make sense of the world as they make marks in the cornflour. Staff are skilful at helping them explore the texture. They make it interesting by showing the babies how to drop the wet cornflour from above the tray, and use their hands as they investigate. The babies respond positively and they are animated at this time. Older and more able children explore their creativity, mixing colours and then using large brushes and their hands to make their marks. Staff make the best of the opportunity to help children differentiate colours, count and recognise shapes, supporting their mathematical development.

The observations and assessments of children are used consistently across the nursery, to support children. For example, when observations identify an area of learning that requires development, the staff incorporate this into their planning. They implement the plan effectively, to ensure that the children and the babies receive the support they need to progress. The staff build on what children already know to ensure that children of all ability groups move on to the next stage of their learning, including those with special educational needs and/or disabilities and children who speak English as an additional language. Staff carry out regular summaries of their progress, which includes the progress check at age two, to guide them with planning activities for individuals. All of this effectively supports children's all-round development and their readiness for school.

Parents are effectively involved in their children's learning through discussion, and through the regular sharing of the children's records of learning. This enables the staff and parents to work together to help children progress, such as their developing social skills. The provision are involved in a rhyme challenge, designed to involve parents and staff to

stimulate children's interest in books and to learn songs and rhymes. This is implemented well, and supports children's early reading and communication skills effectively.

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

Children's well-being and security is effectively supported. This is because each child has a staff member assigned to them as their key person, and they have a clear understanding of the individual needs of the children so that they can give them good ongoing support. This also includes talking to the parents about the children's individual needs and agreeing a plan to support their routine care needs. Staff take care to support children's well-being by using consistent talk to explain the happenings during activities and routines. Staff give careful attention to help children and babies feel settled within the provision, by responding immediately to their needs. This involves close one-to-one attention when appropriate, which includes reassurance and praise. This also involves including children who don't always immediately join in activities without additional encouragement. This good support that children and babies receive results in them forming close attachments to the staff and helps them relate well to other children. Children are supported well within the provision and as a result, they behave positively. For example, they join in activities and answer questions when asked.

Children are interested in the environment and they are keen to learn. Staff are enthusiastic and playful with the children and babies. For example, the staff become involved in the activities themselves. This supports children's learning and helps them have fun and become confident by trying out new tasks, such as exploring messy play. Children receive lots of choice from resources that are organised effectively indoors and outdoors. Children are developing a good understanding of healthy lifestyles through receiving a good balance of indoor and outdoor activities that are broad in range, promote exercise and present challenges. For example, they grow plants, explore resources in the sand and water, and explore different levels and surfaces.

Care routines are carried out well. For example, children frequently wash their hands and they make good attempts at putting on outdoor clothes, such as wellington boots. Staff encourage and support the children in carrying out these tasks themselves. Babies have good opportunities to be independent. For example, they practise their self-feeding skills at lunchtime with good input from staff to support their needs. The environment is clean and well-maintained, and the provision inside and outdoors is effectively risk-assessed. This ensures that the children can explore the environment safely. The staff talk to the children about safety, for example, as they discuss why it is important to tidy up after completing tasks, to ensure that the children don't trip over toys. This helps the children start to understand how to keep themselves and others safe within the environment.

Transitions are managed effectively within the provision to support children. For example, the staff implement an effective settling-in policy. The clear transition policy is implemented to support children when changes occur within the nursery and when they move to another provision. Staff ensure parents are aware of the process through discussion and the sharing of the policies, to enable all parties to support the children effectively at this time.

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

The management team demonstrate a good overview of the safeguarding and welfare requirements. For example, they monitor closely how children are safeguarded within the provision, and they are fully aware of the importance of responding to any safeguarding concerns, to keep children protected. Staff consistently support children's safety throughout the provision indoors and outdoors. Staff understand their role with regard to who to contact if there are any concerns about a child. The safeguarding policy is readily available, and is effective in ensuring that the staff and parents are fully informed of the procedures in place to keep children protected, and what to do if there are concerns. Employment procedures are effectively implemented to make sure that the staff are appropriately background checked, and therefore, suitable to work with the children. Clear staff supervisions and appraisals are carried out for all staff to ensure they are fully aware of their roles and responsibilities in supporting children. Induction procedures provide staff with effective support to work well with the children. The staff go on regular training courses, such as changes to the learning and development requirements, first aid, and safeguarding children. This helps them develop their knowledge and practice, and therefore, support children effectively.

The management monitor how the staff support children with their learning and development. This includes evaluating how the observations of children are implemented, and how staff plan and carry out the activities. The results of ongoing monitoring enables the management to support staff in maintaining and improving the children's learning experiences so that they make good progress. The provision forms good relationships with the parents, working closely with them to support the children's care and learning effectively.

Self-evaluation is good because the staff have regular meetings and discussion times to voice their views on how to improve the provision. Clear and effective written evaluation helps the management and staff focus on their achievements and focus clearly on planned developments. They know their strengths and weaknesses and work hard to continue to update the provision to support children effectively. For example, they have effectively met the recommendation raised at the last inspection by improving the opportunities for children to access a broader range of learning experiences outdoors. In addition, the management and staff have implemented a more effective way of using observations to inform planning for all children's learning. This means that children's development is effectively supported. Parents views are voiced through sharing views on supporting children's care and learning. Parents spoken to at the inspection speak positively regarding how the provision helps their children progress and how they settle at the provision. Children have a voice by making choices about what they wish to do, and they are effectively supported in carrying out the tasks chosen.

The staff form good relationships with other provisions where children may attend in the future, such as the local schools. For example, they contact local schools to discuss sharing appropriate information to support children's care and learning. The staff work

closely with the local authority, through sharing information when staff from the local authority visit the nursery. This ensures that children receive good support in their all-round development.

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	302035
Local authority	Bradford
Inspection number	935217
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	63
Name of provider	Greengate House Private Day Nursery Limited
Date of previous inspection	01/09/2011
Telephone number	01274 611288

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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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