

Little Green Day Nursery

Unit 1-2, Oadby Place, Leicester Street, STOCKPORT, Cheshire, SK5 6NG

Inspection date

Previous inspection date

22/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy, secure and confident at nursery. This is because staff build strong partnerships with parents.
- Partnerships with other professionals are strong. As a consequence, children with special educational needs benefit from the individual support that meets their needs well.
- Staff offer children a range of sensory experiences for them to investigate, such as mud and corn flour and water play for the older children and a good selection of treasure baskets for the under two's
- Staff offer children a variety of meaningful experiences for children to develop their early literacy skills, such as providing children with brushes and cups of water to use on walls.
- Children are well supported in their transition from one room to another, and when they go to school.

It is not yet outstanding because

- There are insufficient resources that positively reflect and celebrate the children's unique cultures to further support their existing learning.
- Opportunities for boys to move and run around outside are not maximised because there is a lack of flexibility in the use of the outdoor play area.

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 spoke with the manager at appropriate times during the inspection.
- The inspector observed children and staff interactions throughout the inspection both indoors and out.
- The inspector reviewed documentation, including children's learning and development records.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Mary Chekired

Full Report

Information about the setting

Little Green Day Nursery was registered in 2013 on the Early Years Register following a change in status to a limited company. It operates from a purpose built premises in the North Reddish area of Stockport. The children have access to three main rooms which are divided by age groups plus an all-weather surfaced area and a natural garden outside.

There are currently 78 children on roll in the early years age range. The nursery currently employs 17 members of staff. Of these, 12 hold a level 3 qualification while the remaining staff are either working towards a higher qualification or are employed on an apprenticeship. The nursery supports children who speak English as an additional language and children with special educational needs. The nursery is registered to provide funded early education for two-, three- and four-year-old children.

The nursery receives support from the early year's team locally and are members of the Pre-school Learning Alliance. The nursery has also recently received the Leading Parent Partnership award.

What the setting needs to do to improve further

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

- extend the learning areas to reflect the diversity of the children and their families by providing resources which positively enhance the children's existing awareness of the society they live in
- organise the use of the outdoor play area more effectively, thus ensuring that all children, particularly boys, have the time and space needed to maximise the development of their physical skills.

Inspection judgements

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

Children attending the nursery arrive happy and are greeted warmly by staff which makes children to feel welcomed and valued. Children enjoy a broad and balanced range of experiences which includes those they choose for themselves and those planned by their key person. Good thought is given to children's interests and learning priorities when planning activities and teaching is skilful. In particular, there is a key focus on promoting

active learning through group activities outdoors. For example, children enjoy the chance to investigate the bugs and insects outside using magnifying glasses. Children demonstrated the characteristics of effective learning by being engaged and motivated to learn. This is due to the ability of the staff to choose and provide the children with the necessary resources to maximise the learning experience. Staff provide children with opportunities to experiment with a range of sensory experiences for them to investigate, such as, mud and cornflour (gloop) and water play for older children and a good selection of treasure baskets for younger children. Language and literacy is supported well within the nursery, for example, by books containing photographs of children's family being placed in the book area for children to look at and discuss with staff and their friends and singing nursery rhymes. Staff consistently talk to children and extend their vocabulary, for example, they talk about the size of bubbles and the colours they can see, during a bubble making activity. Children are encouraged to count with the support of staff, for example, 'how many glitter bits have you put on the paper?', the staff count with the children one-by-one, which encourages early numeracy skills.

There are robust systems in place to assess what children can do when they first start and for their ongoing development. Staff also make observations of the children and by assessing this information are therefore able to plan interesting and exciting experiences for all children. As a result, children make good progress in their learning.

Parents are valued contributors to children's development as comment slips are available on each of the doors for them to complete. The progress check at age two is completed with input from the parents. Parents are then encouraged to share this information with their health visitor. Each child's key person maintains a good dialogue with parents, which ensures they share information about what children can do and what they need to learn next. The nursery's distinctive approach to engaging parents, successfully promotes the link between the nursery and the home. For example, parents are encouraged to attend stay and play sessions with their child and older children in the holidays. Parents have the chance to see what their child does at nursery as well as having a chat to other parents and staff members about their child's progress. A parent forum has been set up to run once a term where parents are encouraged to review policies and procedures and input into the nursery's self-evaluation.

Children are very imaginative and create their own games. For example, staff supported children's play with large boxes by adding chairs so they could make a train. Staff asked the children effective questions such as; 'Where should we go on our train?' and 'What do you think we will see?' They allow time for children to think about and respond to questions. On the whole interactions are good, as staff use questioning and discussion to promote children's critical thinking. Children enjoy activities such as, making marks in shaving foam, painting fences with water and using other mark making equipment, which is in every learning area. These all help to develop the necessary skills and coordination needed for early writing and consequently, children are making good progress for their future learning, including school.

The nursery has a key person system in place which means that children are able to form close attachments, not only with their key person but also other members of staff. Children demonstrate their sense of security by moving freely around the nursery selecting their own activities. Children are generally busy and engaged throughout the day. Children respond well to changes in activities and show a good understanding of routines. Children behave well and are able to play happily with others or on their own. Staff are quick to offer timely and consistent reminders when children run inside the nursery and this means that children learn what is not acceptable and the reasons why. Staff know about children's home backgrounds and lifestyles, but overlook opportunities to help children develop a fuller shared understanding of their own differences and similarities. For example, there are not sufficient resources throughout the nursery that children can identify with.

Lunchtimes provide an ideal opportunity for staff to demonstrate to children appropriate table manners. Staff eat alongside the children role modelling the correct use of cutlery. Children are able to be independent. For example, the older children are supported to serve their own food at lunchtime and take turns to cut their fruit at snack times. Food provided by the nursery is healthy and nutritious. Home cooked meals are enjoyed by the children because they are varied and appealing. Special dietary needs are catered for and staff understand which foods affect children's health and safety. Children learn good hygiene habits through regular routines, such as washing their hands prior to meals. Children have the opportunity to play outside and develop good physical skills, such as balancing and riding bikes. However, opportunities for older boys, in particular, to run around and release energy, is restricted due to the space and time available. Therefore, some boys can display boisterous behaviour, which hinders their style of learning.

Children really enjoy their time at nursery and when the time comes they are well prepared for the move to other rooms in the nursery, other settings or to school. The nursery has good links in place with the local schools and passes on information to the school via the required documents. Staff prepare take home bags for children to investigate. These contain items children may come across while at nursery, such as a drinking cup for new starters and photographs of the staff team. Older children take pride in being chosen to take home the room's toy bear for the weekend. The bear accompanies the family on outings where they take photos and also write about the exciting things they have done. Children with additional needs are well supported during the transition to school as a child's key person arranges and attends meetings with the new school. Parents report that staff are extremely supportive and they go out of their way to ensure support is in place before their child starts.

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

There is good capacity for improvement as the management team are committed to ensuring the nursery provides high quality childcare. The nursery receives support from many agencies for example, the local authorities early year's improvement team and

Stockport's special educational needs coordinator. The nursery is involved with many joint initiatives, such as 'The Leading Parent Partnership Award'. The nursery became only the third private day nursery in the country to receive it. The management and staff have a secure knowledge of safeguarding issues, the procedures to follow if they have concerns about a child and they all complete appropriate training. A robust recruitment procedure ensures that all staff have suitability checks to work with children. Management undertake regular staff supervision, staff observations and one-to-one mentoring to ensure ongoing suitability. Risk assessments and routine safety checks on all areas of the nursery help to eliminate obvious safety hazards. Staff understand their duties in relation to emergency evacuation procedures and keeping children safe.

The management maintain an effective overview of the work of the staff. The manager works alongside staff, acting as a good role model and an observer of practice. Staff observe, record and track children's achievements in accordance with their age and stage of development. The management oversees this process to ensure all children are progressing in their development. Management effectively evaluate the nursery and prepare focussed improvement plans following involvement of staff and some parents.

Partnerships with parents are strong and effective. Parents talk positively about the nursery and the work of the staff. Parents describe their children as happy and well settled. A parent's forum is in place which enables them to discuss all aspects of the provision and influence decision making. Parent's evenings are held regularly and parents are also invited to attend stay and play sessions. This enables parents to see their child's development books and also discuss any concerns they may have. Partnerships with other professionals and agencies are well established. As a consequence, children with special educational needs benefit from the individual support that meets their needs well.

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	EY459532
Local authority	Stockport
Inspection number	907017
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	78
Name of provider	Little Green Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01612307733

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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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