

# Nursery on the Green Ltd

Foresters Hall, 44 Chase Side, ENFIELD, Middlesex, EN2 6NF

<b>Inspection date</b>	03/10/2013
Previous inspection date	21/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are very happy, settled, and have excellent relationships with their key person.
- The staff use their excellent knowledge of the seven areas of learning to plan rich, varied, and imaginative experiences, which ignite children's interests.
- Partnerships with parents are very strong, which support continuity of children's care routines, learning and development.
- Staff provide an inspiring outdoor environment, in which children enjoy a range of learning experiences, physical exercise and fresh air daily.
- Staff give high priority to children's language development, as they extend children's understanding and use of vocabulary through animated conversations and effective questioning techniques.
- Staff ensure that children develop a robust understanding of the importance of leading healthy lifestyles through rigorous hygiene routines and nutritious, healthy, balanced meals and snacks.

## 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 the children playing in the indoor and outdoor learning environments.
- The inspector held discussions with staff, parents, children and the management team.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation relating to the suitability of staff and their qualifications, safeguarding policies and procedures and risk assessments.
- The inspector looked at children's assessment records, and planning documentation.

## Inspector

Sue Mann

## Full Report

### Information about the setting

Nursery on the Green Limited registered in 2012. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery operates from a converted hall in a residential area of Enfield Town in the London Borough of Enfield. There is an enclosed outdoor area available for play.

The nursery opens from 7.45am to 6pm on a daily basis for 50 weeks of the year. There are currently 47 children attending in the early years age range. The nursery employs nine members of staff. Of these, four hold appropriate early years qualifications to at least level 3. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children who learn 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:

- further develop story times and song times for children to provide quieter times for them to fully hear and join in.

### Inspection judgements

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

Children of all ages enjoy learning through play as staff provide a wide range of exciting and thought provoking activities daily. Therefore, children's learning and development is significantly enhanced. All staff demonstrate a first class knowledge of the Early Years Foundation Stage, which they use to ensure that all children make consistently high progress in relation to their starting points. Secure and effective systems are in place to observe and assess children's learning, which ensures that staff can plan relevant next steps. Staff observe children playing regularly to find out what they can do and what their interests are. This information supports the planning of interesting and stimulating activities and experiences, which children enjoy. The staff enhance this inspiring practice, by working closely with parents, which enables parents to actively contribute to their children's learning and development. Therefore, all children make superb progress in relation to their starting points.

Staff plan activities and experiences daily, to provide children with interesting and exciting learning experiences. For example, staff provide a range of natural resources, such as different sized wooden logs, dried autumnal leaves, and plastic insects for children to

investigate. They add further interest to the activity by providing magnifying glasses, which encourages the children to observe the different patterns in the leaves and wood closely. This helps children to develop an understanding of their immediate environment and the wider world in which they live. Staff make exceptional use of fruit and vegetables, which are in season. An inviting display of autumn vegetables helps children to learn the importance of leading healthy lifestyles. Children are encouraged to touch and smell the autumnal harvest and learn the names of each of the fruits and vegetables. Staff support children to take risks safely, as they learn how to use simple tools, such as small knives to cut the vegetables. Staff extend this learning by talking to the children about how the vegetables look inside and what they smell like. This encourages the children to try new foods, such as the soup, and learn to enjoy eating well.

Children of all ages play in one large, well-lit room, divided into two age related areas. Children under two are on one side, with the older children on the other side. This enables staff to supervise all children well and ensure that their individual learning and development needs are met to a high standard. Staff working with the younger children encourage them to explore messy play activities, such as paint, through modelling how to play and make marks in the paint. Staff join in fully with the children, painting their own hands to demonstrate to children how to print with their hands. This encourages the children to abandon the paper, and enjoy making long swirls and patterns using paint on the table. Staff enhance this learning experience, as they use related language to describe what the children are doing. This helps the younger children to develop their vocabulary and communication skills. All children enjoy the regular story and singing sessions, which staff plan into their day. Staff encourage the younger children to join in, by holding related props and using bubbles. Older children enjoy similar interactive story times, as staff take every opportunity to extend children's learning and enjoyment through the use of additional resources and acting out familiar well-loved stories. Children and staff work together to go off on a bear hunt. Staff ask the children how they will manage to get through the various imaginative hurdles in their way. For example, when faced with a river, staff ask children the best way to get to the other side. Children decide that they should swim, which staff and children pretend to do. This helps to support children to develop a love of books and stories, through bringing the books alive and engaging the children in the actions associated with the story. However, sometimes, staff working in the two age groups do not plan coincidental quiet times to read stories. Consequently, an enthusiastic song session on the one side of the room hinders the children listening to a story on the other side of the room.

Staff support children's emerging imaginative play exceedingly well. Children enjoy playing in the role-play area, which staff and children have turned into a castle. This offers children limitless possibilities, as it becomes a spooky castle or granny's house. Children seek out appropriate dressing up clothes with staff's help, and soon children are off through the 'woods' carrying their baskets of fruit to visit granny. They pretend to approach the castle cautiously wary of the 'wolf' that is inside, acting out the story from memory as they play.

There are secure systems in place to ensure that parents are able to see the progress their children are making at the nursery. Staff ensure that parents are able to see their children's learning journals when they want to, and provide parents' evenings to enable

them to discuss their children's learning and development further. Daily verbal and written feedback works well to ensure that parents are aware of how their children have been during the day. This feedback also enables parents to support their children's learning and development at home, which ensures continuity between home and the nursery. There is a comprehensive range of information available for parents to look at, on boards in the hallway. Staff have created inspiring displays, which show parents how the different areas of the Early Years Foundation Stage relates to the play and learning experiences children have, using photographs of the children playing. For example, parents can see that outdoor play is much more than just physical development and enjoying the fresh air. Pictures of children learning how to grow fresh vegetables and enjoying outdoor story sessions help parents to see how outdoor play can support all areas of their children's learning and development.

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

All children thrive and enjoy being part of this highly impressive nursery. Staff nurture children's well-being through excellent provision for personal, social and emotional development. The key person works exceptionally well to ensure that all children feel safe, secure and have a special person to turn to when they feel uncertain or need reassurance. Parents are able to settle their children into nursery gradually, which helps children to explore their new surroundings from the security of their parents. Consequently, children are very happy, settle easily and are ready to learn through play. Staff know their key children exceptionally well, which means that they can respond to any changes in children's health. For example, children who become ill at the nursery are monitored and parents called if necessary, which ensures that children's well-being is given the utmost priority.

Children learn to behave well in the nursery, as staff consistently use clear rules and gentle reminders to help children learn to manage their own behaviour. Children respond to staff politely, as staff ensure that they use exceptional manners when talking to each other or the children. For example, children wait patiently in a line, until all the children are ready to go and play in the garden. Children negotiate with each other as to who is going in the garden first. This supports child's personal, social and emotional development, and helps to provide them with the skills they need when they start school. Children are able to move smoothly from one age range to the other, as the layout of the nursery means that children see all the staff constantly. In addition, staff working with children in one age range, interact, and talk to the other children constantly, which helps to build secure relationships for children prior to them moving over to the next age range.

Children develop an outstanding understanding of the importance of eating healthy and balanced meals as staff include many opportunities for children to learn about where their food comes from. Children have their own vegetable patch in the nursery's garden, which helps them to learn how to care and tend for the young vegetable plants. Children enjoy harvesting their homegrown vegetables and then eating them at lunch or teatime. Staff support children to learn to try new foods, through planning activities, such as soup making, which encourages children to try new flavours. The nursery employs a cook, who

prepares all children's meals using fresh produce. Children enjoy tucking into tuna pasta bake for their lunch, and baked potatoes for tea. Older children serve themselves, waiting patiently for their friends to take their food, which helps them to learn to take turns and develop their physical skills. Children learn to take care of their own personal hygiene needs as they wash their hands before eating and after being outside, using the small low-level sink in the playroom. This helps children to develop the skills needed for when they go to school.

The staff have effective links with the schools, which children will move to when they reach school age. Teachers are encouraged to come and visit new children in the nursery, prior to the move to school. Consequently, children are able to meet their new teachers in familiar surroundings. Teachers, who are unable to come to the nursery, call and speak to staff, which helps to promote continuity of children's care, learning and development routines. Staff have links with professionals such as speech and language therapists, which enables staff to seek support or guidance if they have any concerns about a child in their care. Therefore, all children make consistently high progress in relation to their starting points and are well prepared for the next stage in their learning or their move to school.

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

The management places the utmost priority in ensuring that they meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a robust knowledge of how to safeguard children and the steps they should take if they have a concern about a child in their care. Comprehensive risk assessments and daily visual checks are in place to ensure that the indoor and outdoor learning environments are safe for the children who attend the nursery.

The management have spent time putting into place rigorous and robust recruitment procedures, which means that all new staff are thoroughly checked and vetted prior to being cleared as suitable to be working with children. Each new member of staff undergoes rigorous induction procedures, which helps them to understand their roles and responsibilities and therefore, promote positive outcomes for all children. The management ensure that all staff have regular supervisions and appraisals. These work exceptionally well to motivate staff and support any member of staff who is underperforming. Consequently, staff clearly enjoy their jobs as they are constantly enthusiastic and provide highly effective care for all children. This means that children flourish in the highly impressive and exciting environment, which ensures that children are ready for the next stage in their learning or the move to school.

The management team show that they fully understand their responsibilities for implementing the learning and development requirements, which they do extremely well. The manager carries out regular checks on the staff's observations and planning for children. Consequently, children learn through play, which is fully embedded in the Early Years Foundation Stage and provides children with interesting, stimulating and exciting

learning experiences.

On-going self-evaluation ensures that the management are continually reflecting on the nursery's strengths and weaknesses. The management have shown an unquestionable commitment to improving the nursery and the outcomes for children since the last inspection. As a result, outcomes for children are exceptionally high, as staff are enthusiastic and take every opportunity to enhance children's learning and development. The management carries out an online survey, which is anonymous, to seek the views of the parents and the staff on the nursery. This enables the staff to be open and honest and consequently, objective about the strengths and weaknesses of the nursery. The management are currently working to finalise the planning permission to enable them to use the garden on a permanent basis.

Partnerships with parents are extremely positive and work well to support children's learning and development. Parent comments collated from a recent questionnaire, show that parents are happy, and feel that their children are happy playing in the exciting nursery. Parents appreciate the range of information available to them about the nursery and their children's learning. Wider partnerships work exceptionally well to ensure that any children who has special educational needs and/or disabilities are able to make consistent progress in relation their individual starting points

### **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

<b>Unique reference number</b>	EY445394
<b>Local authority</b>	Enfield
<b>Inspection number</b>	909745
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Nursery on the Green Limited
<b>Date of previous inspection</b>	21/09/2012
<b>Telephone number</b>	020 8292 0262

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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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