

Greetland Private Day Nursery LLP

The Old School, Green Lane, Greetland, Halifax, West Yorkshire, HX4 8DB

Inspection date	21/10/2013
Previous inspection date	21/12/2011

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

- Practitioners understand that all children are individuals who learn as they play and explore in their own ways. They provide a rich, varied and imaginative environment that encourages children to be independent. This means children are well motivated to learn and make good progress.
- Children and parents are warmly welcomed by the friendly practitioners. Each child has a key person who is responsible for liaising with parents and ensuring children are happy and secure.
- The manager monitors children's safety and practitioners' practice very closely. This ensures any patterns of accidents are identified and causes addressed quickly.

It is not yet outstanding because

- Children are not always given sufficient time to respond to questions, which impacts on their critical thinking.
- Parents would benefit from more information to enable them to fully support their children as they move rooms within the nursery.

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 had a tour of the premises and discussed how the nursery operates.
- The inspector talked to the manager, deputy manager and parents throughout the inspection.
- The inspector observed children at play in each of the units, both indoors and outdoors, and talked to children and practitioners.
- The inspector discussed lunch and snack time arrangements and also watched the children having lunch and snacks.
- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documents and records.

Inspector

Caroline Midgley

Full Report

Information about the setting

The Greetland Private Day Nursery was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Greetland, a semi-rural village the outskirts of Halifax, and is managed by a limited liability partnership. The nursery serves the local area and is accessible to all children. It operates from converted old school and a separate purpose-built baby unit and office accommodation. Both buildings have disabled access. There are three enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, most hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional Status. The nursery opens Monday to Friday all year round, except Bank Holidays, a week at Christmas and two staff training days. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 50 children on roll who are in the early years age group. The nursery also offers before and after school care and a school holiday club. It provides funded early education for two-, three- and four-year-olds, and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the quality of teaching by allowing sufficient time for children to respond to questions
- provide more information to enable parents to fully support their children as they move to the next age group within the nursery.

Inspection judgements

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

Children are making good progress in all areas of learning. This is because practitioners have high expectations of children and understand how to teach them effectively. They do this by using children's interests and enthusiasms to engage children's interests. Practitioners observe children at play and use this to assess children's development in each area of learning. Key persons discuss children's progress with parents on a daily basis so they can link home and nursery learning opportunities. They use this information to plan purposeful, relevant and interesting experiences for each child, which promotes

their learning and development well. Practitioners provide parents with regular assessments of their children's progress before each of the six-monthly parents' evenings. This report is in the format of the required progress check at age two and completed when appropriate. This partnership between the nursery and parents means children make good progress in their learning and development.

Practitioners help children succeed by encouraging them to explore and investigate and learn new techniques. Practitioners are always at hand to sensitively and skilfully step in to extend children's understanding. For example, a practitioner encourages children to make prints. Children make marks in thick paint using their fingers or hands on a smooth surface and then place paper on the paint to make a print. The practitioner helps children learn this new technique so that they can use it in future to make creative projects of their own. Because resources are readily available, children can revisit such experiences and develop their own ideas. Children develop their physical skills as they paint and draw. They learn to cooperate with each other as they take turn to paint and share resources. This sort of planning and teaching encourages children to develop skills and solve their own problems.

The manager and deputy are highly knowledgeable about how young children learn, for example, they know it is important to give children time to respond when they discuss things with them. They know that using discussion rather than too many questions encourages children to develop their communication skills. However, such practice is not consistent across the nursery and some practitioners do not give children sufficient time to respond or occasionally use too many questions with only one correct answer. This means children have fewer opportunities to develop their communication and thinking skills. There are a wide range of resources that encourage children to learn about their world. In the pre-school room these include collections of pinecones, old phones and other electrical equipment and magnets. Most practitioners are skilled in introducing mathematics into activities and routines in a sensitive and meaningful way. This means children gain a good understanding of numbers and mathematical, ideas which will be important as they move on to their next stage in learning. Challenging but well-managed climbing equipment allows children of all developmental stages to practice their physical skills, both independently and with skilled practitioners.

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

Children and parents are warmly welcomed by the friendly practitioners. Each child has a key person who is responsible for introducing the family to the nursery and ensuring children are happy and secure. The child's key person continues to try to talk to parents on a daily basis, to discuss their child's progress and address any problems or concerns. This means babies are happy and content, and new children settle quickly. Babies are confident, inquisitive and very happy as they sit and communicate with their key person and move in time to music.

The environment is well organised and each room provides a wide range of learning opportunities suitable for the ages of the children who attend. For example, the baby room provides babies with a wealth of interesting easily accessible resources and

equipment for them to investigate. The walls are covered with interesting and stimulating displays designed to engage very young children's interests. There is a black and white display to engage young babies' attention. There is also a mirror which is surrounded by a display of the eyes of children, practitioners, parents and siblings. This is a wonderful way of engaging young children's interests and beginning to teach very young children that they are all individuals. Resources and equipment throughout the nursery are arranged to enable children to develop confidence and independence. This helps children increase their sense of well-being and also encourages them to develop an inquisitive, positive approach to learning. Practitioners plan activities that promote children's confidence and independence. For example, they encourage children to prepare the painting activity and to clean the equipment when they have finished. Older children serve themselves at mealtimes, help to tidy up and have access to tissues and drinking water taps. Practitioners support children at the level appropriate to their age and stage of development, while encouraging them to develop independence in self-care routines.

There are three easily accessible outdoor areas. This means children get plenty of exercise and fresh air. Children are generally well supported as they move between rooms at the nursery. However, parents feel more information about this process would enable them to support their children as they move rooms within the nursery, to an even greater extent. Practitioners model good social skills and encourage children as they learn to consider others' feelings, cooperate and support each other. Because children know how to behave and are secure, confident and competent, they have high self-esteem and are well placed to take advantage of future learning opportunities as they move on to school. Children are beginning to learn about a healthy lifestyle. For example practitioners provide activities to encourage children to think about healthy foods and choices. Practitioners encourage them to take responsibility for their own safety as, for example, they use the climbing equipment and participate in fire drills. Parents are very pleased with the individual care their children receive and the support they receive as families, and are confident their children are safe and happy when they are at nursery.

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

Arrangements for safeguarding children are very good. Children are allowed to explore their surroundings and are appropriately physically challenged. Children are well supervised at all times and clear risk assessments and documentation, such as the recording of accidents, help to keep children safe. Health and safety at the nursery is a priority for both directors and practitioners. All practitioners receive regular paediatric first aid training. One of the directors makes regular and formal checks on the buildings and equipment. For example, he checks children's climbing equipment and the fire protection equipment. New equipment is carefully risk assessed to identify hazards and to ensure it is age and stage appropriate for children. Opening and closing checks of the learning spaces are carried out daily by each room leader to ensure the setting is safe and secure for children. Risk assessments are reviewed regularly, or as a new risk or hazard arises. The manager monitors children's safety and practitioners' practice very closely. For example, she ensures all accident records are completed. She regularly analyses these using a computer based system. This ensures any patterns of accidents are identified and causes

addressed very quickly.

Staff recruitment processes, induction and support for practitioners are effective. The manager ensures all practitioners are suitable to work with children and that they have a good knowledge and understanding of safeguarding policy and practice. For example, she provides all practitioners with regular safeguarding training and a safeguarding handbook to ensure they are all aware of their roles and responsibility to safeguard children. She also provides a monthly newsletter which informs practitioners of any changes to policy or practice. The highly a qualified, enthusiastic manager and deputy manager are committed to constantly improving the provision for children, and they monitor the way practitioners care for and teach children. Methods used for self-evaluation clearly identify the strengths and areas to improve, which ensures improvements are well targeted.

The manager has a very good understanding of her responsibilities to provide activities and resources to promote all areas of learning required by the Statutory framework for the Early Years Foundation Stage. She monitors the overall planning and delivery of the educational programmes well. Key persons monitor children's development and identify any additional support children may need to help them meet learning and development targets. The special educational needs coordinator works closely with the local authority additional needs team, to ensure children are full supported within the nursery. The nursery also works closely with other agencies, for example, speech and language specialists, to provide extra support for children. The nursery has introduced a computer-based assessment system to track children's development. They are beginning to use this system to monitor children's rate of progress on a monthly basis. It has the capacity to monitor individual and groups of children's rate of progress in detail, in all areas of learning and development. This helps to identify potential gaps in learning of children and to quickly identify any individual children who may have a special educational need, or in groups of children that may indicate gaps in practitioners' knowledge or in the provision for a particular learning area. Parents spoken to on the day were highly complementary about the nursery.

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	303738
Local authority	Calderdale
Inspection number	939398
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	90
Number of children on roll	105
Name of provider	Greetland Private Day Nursery LLP
Date of previous inspection	21/12/2011
Telephone number	01422 370888

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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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