

Green Gables Day Nursery

Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE

Inspection date

05/11/2013

Previous inspection date

24/06/2013

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

- Teaching is good because the staff fully understand how to promote children's learning. This results in high expectations for their achievements. Consequently, children's progress is good given their starting points and abilities.
- Staff are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Highly positive relationships with parents and carers are developed through effective induction and the frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to further develop the stimulating outside environment so that older children can observe and use numbers even more in play activities to support their growing numeracy 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 the rooms and in the outdoor areas. A tour of the premises was completed.
- The inspector held meetings with the owner and manager, and talked with children and staff, including key persons, at appropriate times throughout the inspection.
The inspector looked at relevant documentation including evidence of the staff suitability checks, children's observation, assessment and planning records, and other documentation linking to children's progress. Records of staff supervision, safety and a sample of the nursery policy and procedures documentation were also viewed.
- The inspector took into account of the views of parents and carers spoken to on the day, and written information exchanged with parents.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Green Gables Day Nursery was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built, single-storey building in the Hookstone area of Harrogate, North Yorkshire, and is privately owned and managed. The nursery serves the local and surrounding rural areas. There is a purpose-built outdoor area for the baby room and a large outdoor area for the pre-school room. In addition, the nursery has a specifically designed wildlife/nature garden that is accessed by all the children.

The setting currently employs 10 members of staff. The owner has a degree and the manager holds a foundation degree, the deputy manager holds a qualification at level 3, and there is a member of staff in each room who has a foundation degree. In addition, four members of staff have childcare qualifications at levels 2 and 3. There are additional supporting staff for administration and a cook is also employed.

The nursery is open all year round, except for between Christmas and New Year and for one week in July. Sessions are from 7.30 am until 6pm. Children attend for a variety of sessions. There are currently 46 children on roll, of whom 38 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance the outdoor learning environment for the older children, in order to further develop their mathematical skills, for example, by providing play activities and labels that promote the recognition and understanding of number.

Inspection judgements

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

Children make good progress in the nursery through accessing a wide range of play opportunities. Staff ensure they have a good knowledge of children's starting points when they first attend. Parents are asked for comprehensive information, including the stage of development and what their child can do, alongside their daily routines and favourite activities. Regular, effective, detailed observations and assessments mean that the children's next steps in learning are identified and planned for. The weekly planning is displayed in each room; therefore, all staff are fully aware of the teaching focus for each child and individual learning needs are well met. Staff are proactive in seeking additional

support and guidance to close any gaps in children's learning to help all children, including those with special educational needs and/or disabilities, achieve their full potential. The staff have a 'plan, do, review' approach, particularly with the younger children and those who speak English as an additional language or who require additional support. This ensures that the key person, as well as the whole team, has an accurate understanding of their progress and their future development needs.

The quality of teaching is good and staff ensure that all seven areas of learning are covered, through robust teaching and the monitoring of each child's learning profile, planning sheets and the learning environment. The environment is effectively organised, both indoors and outdoors, for children to learn as they play. Areas of play are identified and lots of displays promote the language related to that area or theme, for example, the display of children's pictures and linking words to support children learning. However, the outside area is used less effectively to support mathematical skills, and therefore does not maximise the older children's progress in numeracy. This means their progress in this area is sometimes not as well supported as possible.

Children are very confident and self-motivated. They cooperate well in their play and learning. In the pre-school room they select equipment and resources themselves, and staff ably develop the chosen activities to cover other areas of learning. For example, two younger children playing in the water practising pouring skills are supported by a member of staff to extend this into measuring and counting, where they count confidently up to ten. At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting their critical thinking and understanding. Children recognise their written names on coat pegs and when they self-register. Labelling and mark-making materials are freely available indoors and outside so children can draw and make marks, promoting their understanding of the written word. The ongoing access to the outside areas fosters a positive approach to the children's physical play and development, their confidence and growing independence. Children's communication skills are promoted well by staff who encourage older children to share their thoughts and ideas, for example at circle time, they initiate discussion about topics, such as bonfire and firework safety. This encourages children to talk as well as listen to others. All of these activities help children to gain a good range of skills in readiness for school when the time comes.

In the baby room the younger children develop their literacy skills. They eagerly select books and are supported by staff to recognise characters in the story. They delightedly make the sounds of the animals, and predict which come next. They then stay in the reading area by themselves, selecting other books and correctly turning the pages of the story. The environment here has greatly benefitted from being involved in the 'baby room project'. Both indoors and out, contrasting displays, materials, and surfaces all focus on stimulating the youngest children and developing their senses.

There is good communication with parents. They feed back to staff what children are doing at home, and this contributes to the assessment and planning of their next steps in learning. They are always welcome to come into the nursery and join in sessions, where they can gain further understanding of their child's development. The book lending scheme promotes literacy development at home. Their child's development profiles are

freely available and parents state they feel included in and well informed of their children's progress. They have opportunities to attend some events about how children learn and feel included in the assessment process.

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

A well-established key person system helps children to form secure attachments and promotes their well-being and independence. Transitions are managed well, with pre-visits and induction sessions organised for new children to help them familiarise themselves with the setting and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps them to settle in, understand the routine and know what is expected of them. The key person observes what activities children are particularly interested in and ensures these are incorporated into the week's planning, therefore children are happy to come into the nursery knowing there will be activities they enjoy. Support for children moving areas in the nursery is well planned and enables children to feel comfortable with their new key person and surroundings.

Staff are good role models for behaviour. They provide a calm and reassuring environment, dealing sensitively with any minor disputes. They encourage children to share, take turns and care for each other. As a result, children behave very well and play cooperatively. They respect each other, and thinking about how others may feel in a situation plays an effective part in developing children's understanding of making friends and developing positive relationships. Staff place a high emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you' at snack times. They offer plenty of praise to boost children's confidence and self-esteem. They say 'well done' with a beaming smile when a younger child throws a ball, and provide stickers on a chart for older children to recognise achievements.

For those children who have allergies or specific dietary requirements, there are effective procedures for ensuring their specific dietary needs are known and met. This includes warning posters in the rooms and kitchen, and care plans being readily available. Healthy snacks, water and milk are readily available, and children freely choose these. Menus are prepared by the children on a weekly basis, and staff encourage them to eat a healthy diet. These menus are monitored by the manager to ensure a balance and that children will eat a minimum of five portions of fruit and vegetables a day. Daily routines for hand washing before meals and after lunch are securely embedded and undertaken independently by older children. Children know why they need to wash their hands. They understand the importance of this after helping to look after the guinea pig, feeding it left over fruit from snack time. Staff take opportunities to discuss physical development as they arise, such as at circle time. Children clean their teeth after lunch and learn the reasons for doing this. This is very effective in fostering children's understanding of keeping healthy and safe. Nappy changing and toilet training are linked to children's individual needs, working closely with parents and carers.

Children's safety is managed very effectively through all areas of the nursery. They are supported to use the wide range of resources, tools and equipment safely as staff guide them, but enable them to take appropriate risk. For example, when in the garden or using

scissors and other utensils to cut with, children demonstrate how to do it safely and staff reinforce safety messages. This means that children are aware of keeping themselves and others safe. Medication, accidents and incidents are well documented by the staff, and the management team oversee these to make sure the guidance is followed, ensuring parents and carers are kept fully informed.

Children's physical development is very well provided for through free-flow access to the outdoor areas. Risk assessments are carried out, which means children confidently and safely enjoy balancing on tyres and climbing on the large equipment. The extensive wildlife area enables children to become aware of the natural world, with willow structures for imaginative play and storytelling. They grow plants and herbs, water the plants and harvest the fruit and vegetables when they are ready, and these are linked to the menus for the children to sample.

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

The owner and manager demonstrate a clear understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. Safeguarding is highly effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. All staff keep up to date with their safeguarding training and are well informed about child protection procedures and who to contact should they have any safeguarding concerns. Good systems are in place, which enhances the safeguarding practice. For example, policies are discussed at staff meetings and the robust recruitment and selection procedures follow guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Through completing staff supervision, the nursery ensures that staff continue to meet these requirements. Staff work effectively as a team and there are meetings established both in the areas they work in and as a full team. This helps ensure children remain safe at all times. Staff work closely with outside agencies to help families in crisis and are very knowledgeable about the referral process and subsequent support on offer, recognising that they have a responsibility for the whole child, and that this can include aspects of their family life.

Through ongoing professional development, staff gain new qualifications and develop their skills, knowledge and understanding. Individual development needs are identified through the effective appraisal, supervision and peer observation process. They are met by accessing local authority training and other routes, including in-house training. Whole setting development is identified through the self-evaluation process and the supportive working relationship with the local authority. Parents are involved in the self-evaluation process through the completion of regular questionnaires. This means staff and management know themselves well. They are able to identify areas for improvement, develop action plans and monitor developments with the benefit of an external review. The recommendation from the previous inspection has been addressed, ensuring that parents are well informed about transition within the nursery.

The nursery has an effective management systems in place. They ensure that children's diary needs are met, and children's behaviour is effectively managed. Any maintenance of the building is promptly completed and various systems, including cleaning programmes and checks, ensure the health, hygiene and safety of the children. The complaint procedures are followed when required. The nursery works closely with Children's Social Care and in partnership with other professionals, such as health visitors, school nurses and the children's centre. This work with other agencies and professionals supports their shared support of the children and parents, to provide an inclusive service.

Partnerships with parents are effective. They are made welcome and come into the nursery, where they can gain a further understanding of their child's development, which promotes learning and development at home. Their child's development profiles are freely available and parents state they feel included in and well informed of their child's progress. Information for parents is available in the entrance area, along with the policies and procedures and a notice board detailing activities in the local area. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, meetings and the parents' notice board.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	400069
Local authority	North Yorkshire
Inspection number	937793
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	48
Name of provider	Rachel Clare Wilkinson
Date of previous inspection	24/06/2013
Telephone number	01423 567087 or 01423 522200

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

