

Green Top Day Nursery

Green Top Nursery, Clayton Lane, Clayton, BRADFORD, West Yorkshire, BD14 6SP

Inspection date

11/11/2013

Previous inspection date

04/12/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Children extensively enjoy moving freely between the indoor and outside environments. This creates good opportunities for them to make choices in their play and learning.
- An effective key person system means that staff know children well. Children form secure attachments and display a sense of belonging in the nursery.
- Partnerships with local schools, early years settings and external agencies are sound. This helps when children move between settings and adequately ensures a shared approach to children's care and education.

It is not yet good because

- Children's learning and development needs are not consistently well met because staff do not always use children's starting points, next steps in their learning and tracking, to support them to make good progress.
- Improvement planning lacks rigour and the views of parents, children and staff are yet to be fully captured as part of the review process.
- There is scope to develop activities to further assist children in recognising numerals, to support the development of their mathematical skills indoors and outdoors.

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 observed children all the four rooms of the nursery and outside.
- The inspector completed joint observations with the manager and deputy.
- The inspector held meetings with the manager and deputy manager and three parents.
- The inspector spoke to the staff and children throughout the inspection.
- A range of documents were inspected including safeguarding procedures, observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, training certificates and the setting's self-evaluation form.

Inspector

Shazaad Arshad

Full report

Information about the setting

Green Top Day Nursery was registered under the current ownership in 2010 and is privately owned. It operates from five rooms on the ground floor of a detached, residential property in the Clayton area of Bradford. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7am until 6pm all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for on a sessional basis and have access to an enclosed outdoor play area.

There are currently 70 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 17 staff working directly with the children, all of whom have an appropriate early years qualification. Seven of the staff have qualifications at level 3. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- coach staff so they can implement more effective planning to ensure children's starting points, next steps in their learning and accurate tracking are consistently used to support children's good progress and quickly close any emerging gaps in their learning and development.

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

- extend improvement plans to ensure they are more sharply focused in relation to the views of parents and children
- enable children to extend their discovery of numbers, for example, by increasing low-level numbering indoors and placing number labels in the outdoors to support children's mathematical development.

Inspection judgements

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

Children are making adequate progress in their learning and development because staff have a sound understanding of the Early Years Foundation Stage. Staff gather information from parents to establish children's starting points on entry and regularly observe children during play to create individual next steps of learning for each child. However, children's starting points and next steps are not always used to support children to make good progress. In addition, tracking of children's progress is variable in accuracy and staff are not all confident in assessing children's abilities. Therefore, emerging gaps in children's learning are not always quickly identified and closed. Following the appointment of a new manager, staff are currently trying new ways of planning for the children and this requires time to be fully embedded and be of maximum benefit to children's learning. Although some staff have attended Early Years Foundation Stage training they are not yet fully confident in the planning system and, at times, the quality of teaching is variable.

Staff provide a range of learning opportunities for children, which successfully engage them in play. For example, older children experience texture play through mixing paint and adding items such as, cornflour, while older children use role play clothes to dress up and use their imaginations making dens. Staff plan for children to be able to make marks in different mediums, for example, by using paint, gloop and play dough and the older children begin to recognise letters as they practise writing the initial letter of their name. Children are learning to recognise words and numerals in various ways such as, through books, with sound support from the staff. They count with children and introduce the concept of size, such as, bigger and smaller. The staff help the children count out numbers and words while completing general activities. However, children have fewer opportunities to extend their mathematical thinking further, because number labelling both indoors and outdoors is not used as effectively.

Partnerships with parents are positive because staff update them daily about what their child has been doing. Parents can access children's development files whenever they wish, parents' evenings allow staff and parents to discuss children's progress. Staff are able to build on children's experiences at home and sufficiently help parents to support their children's learning. As a result, they are developing appropriate support to ensure children have a sufficient range of skills in preparation for school.

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

Children's self-esteem and confidence is promoted well by an effective key person system. Staff are knowledgeable about their key children because they find out from parents about their child's needs. They are caring and generally support children as they play, taking an interest in what children are doing. As a result, children form warm relationships with staff, are happy and enjoy their time at the setting. Children are developing a good understanding of a healthy lifestyle as staff provide a variety of outdoor activities to support children's physical skills and develop their muscles. Children enjoy riding wheeled toys and climbing on, into and out of a variety of equipment. Through cooperative play activities, such as, setting out role play costumes and moving furniture, children are engaged, motivated and work co-operatively together as they play. Staff encourage children to share and take turns and give reminders of rules, for example, as they share the resources and use the parachute games safely. This means they play happily with

each other.

Children are provided with a range of varied nutritious meals and snacks by the nursery. Staff sit with children at mealtimes, encouraging and supporting the younger children in the development of independent feeding skills. Older children develop independent skills by self-serving their food. Consequently, children enjoy their mealtimes and the healthy foods provided.

Key persons support transitions within the nursery. Learning and development information is shared between the staff and children have opportunities to spend time in their new room with the support of their key person. This allows for continuity of care and helps prepare children for their next stage of learning. Staff meet children's toileting needs well and follow effective nappy changing procedures. Staff also promote children's understanding of hygiene very well. For example, children independently wash their hands before eating. Children's understanding of safety is promoted as staff remind children of potential dangers and how to stay safe. For example, during outdoor play staff offer reminders to the children to be careful with the equipment and children play safely as a result.

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

Management and staff have a suitable understanding of how to keep children safe from harm. Recruitment procedures for vetting and assessing the suitability of staff are suitably implemented, followed by sound induction for new staff and volunteers to ensure the well-being of children. For example, all staff including volunteers complete appropriate documentation, including Disclosure and Barring Service checks. Staff are secure in whom to report any safeguarding concerns to and have supporting policies and procedures in place. Currently, 10 staff have attended safeguarding training and they are fully aware of what to do and who to contact if there are any safeguarding concerns. Documentation, such as daily risk assessments are completed to minimise risks and ensure that resources are safe and suitable for children to use. Accidents are dealt with appropriately with accident forms completed and parents informed on the day. The vigilance of staff, consistent supervision of children and satisfactory security systems, such as visitor recording, ensure that children are kept safe from harm.

The new manager has identified areas within the planning system that require improvement, and they are working closely with the local authority to embed a system that supports all children to make good, individual progress. However, some staff require additional support to fully understand how to consistently use children's starting points, next steps and tracking of children's progress to inform the planning. This means children's progress is satisfactory at present. The manager also recognises the importance of enhancing the resources to include signage with numbers indoors and outdoors to enhance children's developing skills in mathematics. The action and recommendations raised at the last inspection has been successfully addressed, improving learning and development opportunities for children around expressive arts, including learning information from home and managing children's dietary needs. This demonstrates that the

nursery has a sound capacity to maintain improvement. However, at present the recently started improvement plans lack rigour and do not fully include the views of parents and children, to ensure that any improvements made, reflect their needs.

Partnerships with parents, external agencies and other providers are developing and make a sound contribution to meeting children's needs. Information is shared with other early year's providers and professionals. This includes information about the children's progress at the nursery and requests to work together to enhance children's learning in all early years settings. Parents state that they are happy with the quality of service they receive and are very complimentary about their children's experiences at the nursery.

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	EY412434
Local authority	Bradford
Inspection number	937960
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	85
Number of children on roll	70
Name of provider	Mr Sanjay Bassi and Mrs Meenu Bassi Partnership
Date of previous inspection	04/12/2012
Telephone number	0127 4426230

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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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