

Greenhays Childcare Centre

Green Lane, Red Lodge, Bury St. Edmunds, Suffolk, IP28 8LD

Inspection date	13/11/2013
Previous inspection date	13/02/2013

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Assessments of children's learning are suitably rigorous, resulting in staff who have a sound understanding of each child's stages of development and a suitable knowledge of how to interact with children to promote their steady progress.
- Flexible arrangements for settling children in ensure they form positive attachments with their key person and feel emotionally safe and secure.
- Staff have a sound knowledge of procedures for safeguarding children, which ensures children are well protected and their welfare is promoted.

It is not yet good because

- The organisation of some group activities is not effective in maximising children's full participation and engagement in learning.
- The provision of interesting, natural resources is limited in the 'yellow room'. Therefore, opportunities for babies to explore with their senses are not fully maximised.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, the provider's self-evaluation form and some written policy documents.
- The inspector held a meeting with the management team and spoke with staff and children at appropriate times.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector carried out a joint observation of outdoor play with a manager.

Inspector

Sarah Clements

Full Report

Information about the setting

Greenhays Childcare Centre was registered in 1986 and is on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and managed, and operates from two main rooms within a converted mushroom farm building in Red Lodge, Suffolk. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting is open from Monday to Friday, all year round, from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 58 children on roll, all of whom are in the early years age range. The setting provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs nine members of childcare staff, eight of whom hold an appropriate early years qualification at level 2 or above.

What the setting needs to do to improve further

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

- improve the quality of teaching by ensuring activities are flexible enough to respond to the children's individual needs and provide them with experiences that are consistently challenging and enjoyable; this particularly relates to the organisation of group singing and sharing activities in the 'blue room'.

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

- provide a wider range of interesting, natural materials and resources in the 'yellow room' in order to extend opportunities for babies to explore different colours, textures and spaces using their senses.

Inspection judgements

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

Since the last inspection, the staff have taken satisfactory steps to improve the arrangements for observing and assessing children's progress. They observe children's activities more regularly and make clear notes of their individual achievements, interests and learning styles. As a result, staff have a clear understanding of how each child is progressing, and plan appropriately to move them steadily forward in their learning and

development. For example, when children show an interest in talking about the patterns they create in shallow trays of sand, their key person builds appropriately on this by planning further opportunities for them to use paint to print more interesting patterns. Staff complete a clear summative assessment of each child's progress at six-monthly intervals to ensure that any gaps in their development are appropriately identified and planned for. This ensures that any concerns about children's learning and development are supported appropriately, and children continue to make steady progress. Children with special educational needs and/or disabilities experience a tailored approach to their learning, and make positive progress. This is because staff work closely with parents and outside professionals, including portage workers, to ensure additional support is suitably planned. Overall, children are provided with a stimulating range of toys and resources which capture their interest and promote all areas of their learning and development. However, the provision of interesting, natural resources in the 'yellow room' has dwindled since the last inspection. This means that opportunities for babies to use their senses and to explore a wider range of textures, colours and space are not fully promoted.

In the main, staff use appropriate questioning skills and interaction to support children's satisfactory progress. For example, they help to consolidate children's counting skills by prompting them to count the number of wings they can see on a dragonfly in the garden. Babies also develop their early awareness of number as the staff regularly sing rhymes to them that feature numbers and counting. The promotion of children's communication and language skills is given appropriate attention by the staff. Staff make appropriate use of sign language and repetition when interacting and communicating with babies and children. This is particularly effective in supporting the understanding and involvement of children who speak English as an additional language. Children are encouraged to interact and talk positively with each other because the staff model clear use of vocabulary and appropriate turn taking during conversations. In particular, children in the 'blue room' have suitable opportunities to develop their listening skills in readiness for school as they listen well to stories and songs. Although these group activities are led generally well by the enthusiastic staff, they are not always organised effectively enough to ensure the best use of the available space and staff resources. For example, staff miss opportunities to organise children into smaller groups during a singing activity, and consequently some children become unengaged and less challenged after waiting for their turn to play a role in the rhyme. As a result, their active participation in learning is not maximised.

Children have a wide range of opportunities to paint using brushes and their fingers to make patterns. They enjoy feeling the texture of shaving foam as they squeeze it through their fingers and make marks on the table. This helps them to develop an interest in early writing skills and literacy, and therefore prepares them appropriately for school. Children delight in spending time in the garden areas, which are made available to them at several times throughout the day. Here, they refine their physical skills and strength as they run, jump, balance, climb and slide, using a variety of apparatus. Staff demonstrate positive teaching skills as they provide additional equipment to ensure children encounter further challenges. For example, children develop stronger control in their movements as they practise jumping over the low hurdles that are placed purposefully on the ground by a member of staff.

Parents are encouraged to share information about their children's achievements at home,

with regular opportunities to speak to their child's key person and add comments to their child's assessment records. This is particularly promoted when staff are completing each child's progress check at age two. In addition, the staff organise regular parent evening sessions in order to foster further exchange of information about children's progress. As a result, the staff are well placed to foster appropriate continuity in each child's care, learning and development.

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

Staff are friendly, caring and attentive to children's needs. As a result, children quickly establish a secure attachment with their key person and their emotional well-being is suitably fostered. A flexible approach is taken to settling children in during their first sessions, including opportunities for parents stay with their children for as long as they feel they need to. Appropriate information is gathered from parents with regard to children's starting points and care routines, meaning that key persons get to know children well and can plan to meet their needs from the beginning. Staff take suitable steps to ensure the available resources are stored within the easy reach of babies and children. As a result, children can make choices and take the lead in their initiating their own learning, as well as developing their independence. In particular, staff use written words and signs to label resources in order to help the older children to identify the contents of different storage boxes. This approach is extended to take account of words written in different languages. These are often gathered from parents to ensure children who speak English as an additional language are fully included.

Staff give children consistently clear messages about their expectations in relation to their behaviour, and all children are encouraged to share resources. Staff support children with learning to wait patiently to access the painting table by reassuring them that they will all get to have a turn. Staff support children to play cooperative games, as they encourage them to count the steps they take together and to run away laughing as the 'wolf' tries to catch them. This helps children to develop steadily in their personal, social and emotional development, and prepares them appropriately for the next stage in their learning. Staff maintain positive links with the schools children are due to attend in the local area, in order to support children's transition. For example, teaching staff are invited into the setting to meet with the children, and staff plan an appropriate range of activities to help children to feel emotionally ready for the changes associated with moving on to school.

The snacks and meals provided for children are varied and nutritiously balanced to promote their health. Any special dietary requirements are carefully planned for. For example, information is displayed in the kitchen to ensure all staff are fully aware of the allergies children have. Babies and younger children are encouraged to try and feed themselves from an early age, promoting their independence. Staff sit with children at mealtimes, which helps to make these a sociable occasion and ensures children get any support required as they develop the skills to feed themselves. Children develop good regard for their personal hygiene as they understand that they must 'get rid of the germs' by washing their hands before sitting down to eat. There are some opportunities for children to develop further self-care skills as they help staff to set the table and make their own sandwiches. Outside play is encouraged in order to promote children's healthy

exposure to the fresh air and exercise. Children learn to keep themselves safe as staff encourage them to help to tidy up resources so trip hazards are minimised. Staff remind children to sit down when using scissors, which goes further to support their sound awareness of how to use tools and resources in a safe manner.

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

The inspection was carried out as a result of information received by Ofsted that raised concerns regarding the arrangements for safeguarding children in relation to the behaviour management strategies used by staff. Following an investigation, Ofsted set an action to ensure the provider keeps a record of any occasion where physical intervention is used to avert danger to adults and children or to manage a child's behaviour. The arrangements for recording such incidents are now effective, including the use of a 'special incident folder'. In addition, all staff have completed safeguarding training to ensure their understanding of how to promote children's welfare is consistently sound across the team. As a result, they are all fully aware of the signs and symptoms that may lead them to have concerns about a child's welfare. An appropriate whistleblowing policy is implemented by the staff to ensure children are protected further from harm. Staff keep appropriate records of all accidents and medication administered to children, which goes further to promote children's welfare. The management team review a suitable range of written policies and procedures on a regular basis, ensuring they continue to underpin the safe and generally efficient organisation of the provision. Robust recruitment and induction procedures are followed. This means that children come into contact with suitable people. Clear risk assessments are in place to identify any hazards to children's safety, and prompt steps are taken to minimise any risks. As a result, children play safely, both inside and outside.

The management team have a suitable understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Regular staff meetings and supervision help staff to keep updated with any changes to the setting's policies and procedures. As a result, children are supported by staff who have a sound understanding of their roles and responsibilities. Staff are appropriately supported in their professional development by the management team. There is a clear staff training plan in place, ensuring that any certificates that are due for renewal are monitored and updated training is completed. In particular, this means that most of the staff maintain a valid paediatric first aid certificate and have suitable knowledge to meet children's needs if they sustain an injury. The management team spend a good proportion of their time in each of the playrooms. This enables them to ensure that the assessment of children's learning and development is appropriately monitored and the quality of teaching is evaluated, in the main, satisfactorily. The management team and staff demonstrate a positive commitment to improving the provision for children. They work with local authority advisers to review their practice and establish appropriate targets for improvement. This includes the actions and recommendations set at the last inspection, which are met sufficiently well. The views of parents are sought through discussions and the use of a questionnaire, and any feedback is taken on board to further improve the provision for children.

Parents speak highly of the staff, complimenting their very supportive, flexible and welcoming approach. This ensures that parents feel comfortable in sharing information with their child's key person, and are keen to contribute to the assessment of their child's learning. Further partnership working is supported as the staff foster the exchange of information with appropriate outside agencies and take heed of their advice and guidance to plan interventions to meet children's specific needs.

The Childcare Register

The requirements for the compulsory 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	251498
Local authority	Suffolk
Inspection number	918427
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	58
Name of provider	Greenhays Nursery School Ltd
Date of previous inspection	13/02/2013
Telephone number	01638 750658

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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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