

# Green Hedges Day Nursery

13 Crown Crescent, SCARBOROUGH, North Yorkshire, YO11 2BJ

<b>Inspection date</b>	02/01/2014
Previous inspection date	02/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff have an outstanding knowledge of the Early Years Foundation Stage. Staff are extremely skilled in using a wide range of different learning strategies to promote children's development.
- Children explore the environment with confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- The quality of teaching and learning is highly effective. Robust systems for observation, planning and assessment are in place. This ensures that an excellent range of challenging, age- and stage-appropriate activities is available for the children, to support their rapid learning and development.
- Excellent self-evaluation and exemplary practice is in place which identifies consistent developments that continue to improve quality.
- Highly positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

## 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 activities in all the playrooms and observed the outdoor areas, a tour of the premises was completed.
- The inspector held meetings with the owner, spoke with children and staff, including key persons, at appropriate times throughout the inspection.
- The inspector sampled a range of documentation which included, staff suitability checks, the self-assessment information, children's observation, assessment and planning records and documentation linked to managing children's progress.
- The inspector looked at management information supporting the quality outcomes for children, reviewed the registration and staffing procedures for the safety and welfare of children and information linking to food and the dietary needs of children.
- The inspector took into account of the views of parents and carers spoken to on the day and information included in the parent and children's questionnaires.

## Inspector

Carol-Anne Shaw

## Full report

### Information about the setting

Green Hedges Day Nursery was registered in 2000 and is registered on the Early Years Register. The nursery is privately owned and managed. The nursery is situated in a Victorian house in the South Cliff area of Scarborough, North Yorkshire. It serves mainly the immediate area but is also used by families living out of town who commute to work. There are enclosed areas available for outdoor play.

The nursery employs 19 members of childcare staff. Seventeen staff hold appropriate early years qualifications, including four who have Early Years Degrees with the others holding level 2, 3 and 4 childcare qualifications. The remaining two members of staff have appropriate catering qualifications.

The nursery opens Monday to Friday all year round 8am until 6pm, they close for one week at Christmas. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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 further the already excellent outdoor provision, by providing greater opportunities for older children to learn about the natural world.

## Inspection judgements

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

The staff team have an outstanding knowledge of the Statutory framework for the Early Years Foundation Stage and use this effectively and consistently to fully support children in their learning and development. The environment is homely, highly engaging and contains quality resources which superbly promote children's learning through a wide range of learning experiences. The nursery incorporates different rooms which care for babies, toddlers and pre-school children. This ensures that resources and activities are age- and stage-appropriate for every child. Each section has designated areas of learning which inspires children to become highly motivated learners. Staff in the pre-school skilfully extend children's language and thinking by modelling language and posing questions, such as 'What do we need to make labels for now?' and 'Can you remember what the different areas were called in the story?' This teaching strategy promotes children's memory, recall and extends their language skills. Children's learning at home is

effectively supported as staff encourage children to take 'Home Link Bags' to support parents with learning at home. The environment is bright, imaginative and significantly enhances children's learning, as they freely select resources and engage in independent play. They independently access a wide range of resources to support their creative work. Children are extremely confident and self-assured and explore their surroundings with lots of enthusiasm. The environment is rich in language with displays that exhibit children's work. For example, around the different learning areas, keywords are displayed in English and other relevant languages are used, to encourage the children to notice text within the environment which they can reference. Indoors, they role play train stations and think about ideas to link with the different play areas. The outside area is well organised, it has different areas which offer age-appropriate resources for the children. All areas of learning are promoted in the outdoors and children enjoy accessing the outdoor area for periods of time on a daily basis to promote their physical skills. However, there is scope to further develop the already excellent outdoor provision in the winter for the older children, by providing more opportunities for children to explore and observe the natural world.

The quality of teaching and learning is excellent. Robust observation and assessment procedures monitor children as they rapidly progress towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify the next steps in children's development as staff are highly skilled in using development stages that link to the Early Years Foundation Stage. This enables them to clearly identify children's skills and assess if they are emerging, developing or confident. Parents contribute to children's learning by ensuring the staff are made fully aware of children's current interests, following up the learning activities at home and commenting to staff so information can be added to the children's learning journals. Staff undertake many regular and accurate observations, discuss with children and identify children's next steps in their development. This becomes the focus that is used for the weekly planning of activities that inspire and challenge all children. Children's individual needs and interests from home are built into the planning. For example, younger children fascinated with babies and home play, are supported by staff to develop a role play area to support their interest in looking after babies. This promotes children's personal, social and emotional development. Resources are stored on low-level shelving and storage units for children to freely select. Storage boxes have photographs of the contents attached. This allows children to make independent choices in their play and helps them when tidying up.

Staff have excellent partnerships with parents, which are developed through excellent settling-in procedures and completing 'All about me' forms regularly. In addition, staff undertake home visits for babies to ensure they have comprehensive information about the individual needs of the children. Baseline assessments which identify children's developmental starting points upon entry are completed for all children. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept extremely well informed of their child's progress through daily verbal feedback, learning journeys, parent evenings and newsletters. Staff recognise that some children may have additional needs and effective planning is in place to support individual children with any special educational needs and/or disabilities. Different strategies are used to support children's communication, picture prompts are in place to support the children's understanding of the nursery routine. Children with English as an additional language are effectively supported and their home language is valued by the staff team.

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

The staff give the highest priority to children's safety, while on and off the premises. For example, when children climb up the steps, staff encourage them to think about how to keep themselves safe, by discussing how they must hold on as they get their balance. They encourage the children to take turns and talk to them about the appropriate use of equipment. In addition, when children are on trips and outings, they discuss road safety issues and stranger awareness before leaving the premises. The questions discussed with children clearly show that safety is fully explored and understood by the children. Children develop an excellent understanding of the importance of exercise through a wide variety of activities. They enjoy many opportunities to play in the outdoor areas, walks in the local environment and regular music and movement sessions. Children develop an understanding of healthy eating through discussions at snack and lunchtimes and regular baking activities. They learn to appreciate making healthy choices and explore where food comes from. Highly nutritious four week seasonal menus offer an excellent choice of healthy options and include vegetarian options and cultural preferences. A number of individual dietary needs are effectively managed through close working with parents. Much of the food is locally sourced and is freshly prepared each day on the premises by the cook. Parents are made aware of the fruits and vegetables included in the meals each day.

Children express emotions and feelings through their play. For example, young babies use a mirror to observe their facial expressions and movement. Staff provide excellent role models by asking 'What can you see?' Babies 'talk' back to staff, babbling and exploring, making different sounds. This supports even the youngest children in developing their language skills. Staff build extremely warm relationships with children. The nursery has a well-established key person system which means that the children develop exceptionally close, secure relationships with a dedicated member of staff. Children behave very well, they know what staff expect of them because boundaries are consistently and sensitively applied. Picture prompts are used to promote positive behaviour with the younger children. Staff constantly praise and encourage the children. As a result, behaviour is good and children grow in confidence and self-esteem. Staff consistently praise, provide encouragement, and offer age-appropriate interventions. For example, older children are encouraged to think about the feelings of other children through the effective use of Mickey and Minnie dolls. Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. Staff plan a wide variety of activities to allow children to explore different cultures, such as food tasting, creative activities, cultural dressing-up clothes and using a range of multicultural resources. Opportunities to explore the wider world through the use of dual language signs are also available. The nursery has highly effective partnerships with other providers of the Early Years Foundation Stage, consequently, children are exceptionally well prepared for the next stage in their learning. Progress and transition documents are completed by staff as children move between rooms in the nursery. Staff consult with other professionals to identify children's individual needs, such as the speech and language therapist. Close working with parents ensure any medical needs are fully met and children are fully included in the activities ensuring they are confident in the nursery. There are secure procedures for obtaining information about children's health, such as allergies, from parents in order that these are fully

acknowledged and respected.

When children move onto school, the nursery provides lots of activities and information to prepare children effectively for the transfer to school. Visits to the school are completed by the children where possible, children's transition documents and summary of learning are passed to teachers. This ensures that children are confident and fully prepared in times of change and transition to make a good start in their next stage of learning.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff follow these. This means that children are well protected in the setting. Staff complete safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Excellent systems are in place which enhances safeguarding practice. For example, policies are discussed at staff meetings and there are stringent procedures in place when selecting and recruiting new members of staff. The requirements for numbers of children attending and staff ratios are met and maintained. Parents are kept well informed about safeguarding procedures through regular newsletters and the parents' notice boards. Parents are extremely complementary about the nursery and the commitment of the staff team.

The owner has a good understanding regarding her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust recruitment and effective induction procedures for staff are in place to ensure their suitability to work with children. Comprehensive risk assessments cover all areas of the premises and outings to support children's safety and security. The owner and room leaders oversee the planning and implementation of the stimulating educational programme. Through observing staff practice, they monitor the effectiveness of the quality of teaching. Children's individual progress is recorded to identify any children that may need further support to ensure that no child gets left behind. Staff performance is monitored through staff supervision and appraisals. A commitment by the owner to the ongoing continued professional development of the staff team ensures that their knowledge is comprehensive and up-to-date. Risk assessments and daily visual checks of the premises ensure that the environment is always safe, clean and fit for use. This results in the chance of accidental injury occurring being reduced and supports children's safety. Parents', staff's and children's views are valued and included as part of the nursery's self-evaluation process. Parents and carers are valued as partners. The self-evaluation process is excellent, which contributes to them having an honest and realistic view of the setting's strengths and the areas that can be improved. They have addressed the recommendations set at the last inspection, making continuous improvements to benefit the children. The nursery places a strong emphasis on promoting inclusion for all children including those with special educational needs and/or disabilities, and children who speak English as an additional language. There are effective partnerships in place with the Children's Centre, local schools and other agencies. The setting is highly committed to working in partnership with other professionals. Therefore, the needs of all children are securely met, with any

additional support they may need. Staff have developed links with local schools to enable the continuity of children's progress and learning.

The management and staff team are highly motivated to offer excellent levels of care to children and families. As a result, children's learning and development are significantly enhanced. The nursery undertakes self-evaluative practice which takes into account the views of children, parents and staff. The management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. Staff work towards ongoing action plans which provide a programme of development which ensures continuous improvement. The owner and management team are highly supportive of staff's continued professional development and encourage ongoing training opportunities to learn new skills and refresh practice. The leadership by the owner is highly inspirational and she motivates the staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for children. Planning and assessment procedures are regularly monitored and evaluated. This ensures that staff have an up-to-date knowledge of children's progress as they work towards the early learning goals. Planning is extremely flexible and is based on children's interests and individual needs. Children make excellent progress in their learning and development as activities are purposeful and developmentally challenging. Children are extremely confident, self-assured and are eager to learn. They invite key persons to partake in their play which builds children's confidence and self-esteem as staff provide positive praise and encouragement. Staff have an excellent understanding of the importance of partnership working, which ensures that children's individual needs are exceptionally well 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

<b>Unique reference number</b>	400109
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	945277
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Kids And Co Scarborough Ltd
<b>Date of previous inspection</b>	02/02/2009
<b>Telephone number</b>	01723 503306

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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.

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.

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