

Greenacres (Oldfield)

Unit B Kingsway Business Park, Oldfield Road, Hampton, Middlesex, TW12 2HD

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|--------------------------|----------------|
| Inspection date | 14/03/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- Effective partnerships with parents make a strong contribution to meeting the needs of children. As a result, children are successfully supported in making good progress in all areas of learning and care.
- Staff use effective strategies to promote children's skills in communication and language and physical, social and emotional development. This enables children of all ages and abilities to make good progress.
- Staff are friendly and interact very well with children, demonstrating a genuine interest. As a result, children demonstrate they feel safe and are developing very secure emotional bonds.
- Staff use effective behaviour strategies to promote positive behaviour, which help children develop very good habits and behave appropriately.

It is not yet outstanding because

- The systems staff use to share information on children's individual learning needs are not fully effective. This means that some staff, particularly those that cover staff absence, are not fully aware of how to support children in their learning and development as they could be.
- Opportunities for children to develop their skills in using large muscle movement, particularly in climbing, are few.

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 sampled a range of documentation, including medication and accident records, children's attendance records, staff files, supervision documentation and the settings safeguarding policy and procedures.
- The inspector held ongoing discussions with the staff, the manager, the director and children, throughout the inspection, including discussions about safeguarding issues.
- The inspector gathered parent's verbal views.
- The inspector discussed leadership and management with the manager, the director and carried out a joint observation with the manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Greenacres (Oldfield) registered in 2013. It is one of five private childcare facilities owned by Greenacres Day Nursery School Limited. It operates from nine rooms within Unit B in Kingsway Business Park, which is in Hampton, Middlesex. The setting provides day-care as well as before and after-school care. The day-care facility is open each weekday from 8am to 6pm. The before-school care is open from 7.30am to 9am and the after-school care is open from 3pm to 6pm. The whole provision runs for 52 weeks of the year. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 36 children attending in the Early Year Foundation Stage. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The setting supports children with special educational needs and/or disabilities and children who are learning to speak English as a second language.

The provision employs nine members of staff. Of these, seven staff including the manager, holds appropriate early years qualifications. Currently, one member of staff is working towards Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen the educational programme for physical development to provide more frequent opportunities for children to develop large muscle skills, particularly in climbing
- strengthen the system for sharing information on children's assessment and planning to ensure all staff, particularly those covering staff absence, are aware of children's individual needs and support their learning effectively.

Inspection judgements

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

Staff demonstrate a secure understanding of the Statutory framework for the Early Years Foundation Stage. Therefore, children are making good progress towards the early learning goals. This helps them prepare well for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, they enjoy riding bikes and scooters, where they learn to coordinate their movements by going backwards

and forwards and negotiating routes around others. Children are very confident and explore independently. They are motivated and thoroughly enjoy exploring sensory activities, such as exploring the mixing paint with their fingers. They also engage in exciting games, such as feeling hidden items and describing and naming what they think they are. Staff help children develop a very good understanding of the world. Children enjoy first-hand experiences of visiting places such as a local caf. They make blended fruit drinks and discuss with the owner the dangers in a kitchen. This helps them to develop a very good understanding healthy eating as well as an understanding of safety. Staff ensure there is a wide range of media and materials available for children to explore and play with. For example, children are able to make collages in the shape of poppies and create printed caterpillar pictures using circular bottle tops and paint. This helps them to develop respect for other people, make sense of the natural environment, as well as develop their skills in creativity, shape and space.

The quality of teaching is good. Almost all staff is skilled at teaching and extending children's critical thinking skills, so they become confident and independent learners. For example, they encourage children to reflect on their own learning by asking questions such as 'can you remember the book we have read' and 'what did the caterpillar eat?' As a result, children eagerly talk about what they understand. Staff promote communication and language well with young children. For example, they introduce new words and repeat them often. This extends the children's vocabulary. Staff also provide real-life experiences for children. For example, they bring in a caterpillar found in their garden. They use meaningful questions and ask children 'what is the colour' and 'what parts of the caterpillar can you see?' This makes children think, focus, compare and develop their communication skills. In addition to this, staff encourage the preschool children to identify pictures using phonic sounds of letters. This effectively encourages the children to begin to word build.

Through discussion and documentation, staff demonstrate that they use the information from assessment well overall to make sure that children achieve as much as they can. They effectively identify children's starting points and complete regular observations. Their observations clearly show what children know and can do. This in turn, successfully helps them to identify children's next steps in learning. The key person then uses this information to plan and meet the children's individual learning needs and interests. However, as a result of a new system in planning recently being introduced, the system for sharing information on children's needs with all staff is not fully embedded. This means that some staff, particularly those that cover for staff absence, are not fully aware of what support some children need. This slightly hinders some children's development. Staff monitor children's progress by linking their achievements to their age and stage of development. This in turn helps them to identify any gaps in their learning. The staff also successfully complete the required progress check for two-year-old children, to monitor their progress in all the key areas of development.

Parents are strongly involved in their children's learning. The staff share information regarding the children's care, achievements and how learning can be supported at home effectively. For example, they inform parents of activities that can help children learn at home through regular newsletters. In addition, staff speak to individual parents and sharing examples of how to promote particular areas of development with their child. They

also ask parents to complete details of what is happening at home through monthly liaison sheets. These systems allow staff to effectively consolidate and extend children's learning in the nursery and provides a cohesive approach to children's learning through their play. Staff value parents' expertise and use it to support children's use of other languages. For example, they approach parents and ask them to share words in the child's first language. In addition, staff encourage children to sing songs in their home language within the setting. These strategies effectively promote children's self-esteem, sense of belonging and aids communication in the early days of children learning English.

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

There is a very effective key person system in place. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help settle new children in. For example, they encourage parents to participate in settling in visits, which reflect children's individual needs. They also gather detailed information about the children's interests and routines at home. This enables staff to have a good understanding of children's individual needs, routines and effectively meet them. For example, younger children are able to use their comfort blankets or toys within the setting. This in turn helps to make them feel safe and secure. Children are very happy and display confidence in talking and playing with all staff. For example, younger children run off excitedly to join in with activities with staff when staff inform them of being set up. They also confidently inform staff of their wants and needs. For example, two-year-old children ask staff to help them cut up their food when they cannot manage it.

Staff use very positive strategies to promote children's good behaviour. The staff are good role models and the children benefit from their use of lots of praise and encouragement. Staff give clear guidance on unacceptable behaviour and are consistent in applying effective strategies. For example, they explain about having to take turns and are consistent in ensuring each child has an opportunity to participate in an activity. Children are keen to behave positively and work together as they know their efforts to tidy up together will enable them to have their lunch and enjoy the outside area. This effectively promotes their self-confidence and skills in cooperating with others. Consequently, children are developing a very good understanding of how to behave.

Children are developing a very good understanding of how to keep safe. They discuss and learn about keeping themselves safe, as a result of engaging with the local authorities, such as the police and fire authority. In addition, older children are familiar with rules that promote their safety, such as using a particular side of the stairs to ascend or descend. There is a very good emphasis on healthy lifestyles. Children are developing a good understanding about healthy eating through growing and sampling foods, such as potatoes and onions. They help to prepare some of their snacks and can choose what they want to eat from a healthy selection at meal times. Consequently, children know food such as fruit and vegetables help them to grow up strong. Children are physically active and all children have daily opportunities to play outside with a good range of equipment overall. This means they can enjoy fresh air and develop their skills in coordination and control. However, there are only a few opportunities for them to practice some large movement

skills, particularly regarding climbing. This slightly inhibits the developing of skills in this area. Children engage in regular routines that promote good hygiene. For example, they wash their hands before meals and after using the toilet.

The learning environment is effective in helping all children progress towards the early learning goals overall. Staff provide a very child-friendly environment, organising space and resources very well in all areas to meet children's needs, promote play, independence and decision-making skills. For example, the low-level coat pegs and resources set out in low-level baskets and drawers provided in each room, effectively support children's safety and growing independence. Staff deployment is good. Children are within sight and hearing of them at all times. This means staff give appropriate support and meet the needs of all children, particularly those that need additional support with tasks such as negotiating stairs and putting on outside clothing.

The staff have yet to support children in moving to schools. However, through discussion they demonstrate an understanding of helping children prepare for these moves so they feel happy and secure. They effectively support children's moves within the setting. For example, staff welcome parents to participate in visits to the new room with their child. This in turn helps children gather confidence and familiarity. Children are also able to meet the new staff and environment by regularly visiting the new room with their current key person. These strategies help children to feel confident when they ultimately transfer.

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

The management team has a good understanding overall of their responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. However, there are minor weaknesses in sharing information on children's learning needs with all staff and in the educational programme for physical development. Arrangements for safeguarding children are effective, with staff having very good knowledge of the procedures to follow when concerns are raised with children or adults. They demonstrate they are fully aware of their responsibilities. Risk assessments and safety checks are regularly conducted, reviewed and there are very positive actions taken to minimise risk. For example, all exits have locks on them, which are out of the children's reach. There is a buzzer system with a security camera in reception, so that only authorised people can gain access and can be seen on a television monitor. When anybody enters the building, they sign their child in or out, or in the case of a visitor, they are asked for identification and are signed into the setting. The leadership team uses very robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, a six month detailed induction period is implemented. During this period, staff is continually supported by their mentor. They undergo training in all policies and procedures and their role as a key person. This means they have a clear and secure understanding of supporting children's learning and care.

The leadership and management team have effective systems to evaluate their provision

and practice. These help them to inform the nursery's priorities and drive improvement. They complete a self-evaluation form and use this to create action plans and set targets for improvement in the outcomes for children. For example, they are currently ensuring all staff is up to date with safeguarding and behaviour management training. This will ensure children's safety and their behaviour is effectively supported. The nursery also values parents' views and fully takes account of them to help drive improvement in their partnership working and care of the children. For example, they offer parents the opportunity of becoming a nursery officer for a morning, this is where a parent can come in and help for the morning and see what their child's nursery day is like. They have lunch with the director and give feedback on how the day went and if they have any views on the setting. As a result, the setting takes account of suggestions, such as sharing the words of songs that children learn and are in the process of sharing these through creating a song book.

Annual appraisals take place for staff to enable them to effectively identify training needs and secure opportunities for professional development. For example, staff new to the younger rooms have requested and accessed training regarding the progress checks for two-year-olds. This effectively supports and helps drive improvement within the nursery and therefore benefits the children. The management implements monthly supervision opportunities for staff to discuss any issues concerning children's development or well-being. Staff can approach management at any time and have regular staff meetings to discuss issues around the children they care for. This in turn, helps to ensure that staff support children's individual needs.

Staff provide a wealth of information for parents, these include the nursery's policies and procedures. In addition, staff use notice boards throughout the nursery that detail activities and information on events. The management provide regular newsletters and information via their website and mobile phone application. This gives everyone opportunities to be aware of their responsibilities and what is happening in the environment. Parents are very happy and extremely pleased with the care and learning provided for their children. Lots of them feel that the staff is very friendly and genuinely interested in their children. This makes their children enjoy their time at the nursery and is successful in helping children to develop their skills and abilities.

Overall children benefit from the staff developing very good links with other professionals involved in the children's care and learning. For example, they welcome and effectively implement advice from speech therapists via another setting that young children attend. This in particular, successfully supports the children with special educational needs and/or disabilities. Links with other settings, that older children also attend, is established and successful. For example, in addition to liaison books completed by parents, school staff and the nursery staff, informal chats take place on a regular basis with staff at school to support children's learning in the out-of-school provision. This means that children are fully supported in their progress and development.

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 | 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 | EY467414 |
| Local authority | Richmond upon Thames |
| Inspection number | 934826 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 40 |
| Number of children on roll | 36 |
| Name of provider | Greenacres Day Nursery School Limited |
| Date of previous inspection | not applicable |
| Telephone number | 02030680048 |

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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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