

Greenway Nursery School

Greenway Junior School, Greenway, Horsham, West Sussex, RH12 2JS

Inspection date	13/03/2014
Previous inspection date	12/11/2009

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

- Staff have a good understanding of what children need to learn next because they track their progress accurately. This means children's learning builds on what has gone before.
- Parents are effectively involved in their children's learning and development because the key person system is strong. This strength helps staff meet all children's needs.
- Leadership is well developed and the staff team is supported consistently in daily practice, so the quality of teaching is good and children make progress.
- Children develop good communication skills because of good teaching. Staff use questioning skilfully to prompt children to think.

It is not yet outstanding because

- Staff provide fewer resources across the nursery that promote children's early mathematical development.
- The variety of IT equipment available is restricting children's emerging skills in this area and in understanding how things work.

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 indoors and the garden.
- The inspector spoke to the proprietor, manager, staff, some parents and children.
- The inspector examined children's records, some policies and planning documentation.
- The inspector undertook a joint observation with the manager of an activity.
- The inspector observed hand washing and snack time.

Inspector

Ginnette Kelleway

Full report

Information about the setting

Greenway Nursery School opened in 2003. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from two large rooms in a single-story building, located on the site of Greenway Junior School in Horsham, West Sussex. A garden area is available for outside play. There are currently 71 children on roll aged from two to five years. The nursery is funded to provide early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery opens Monday to Friday during school term times. Sessions are from 8.30am until 4.30pm. There are eight full-time and part-time staff who work with the children. Six staff have early years qualifications to level 3, including the manager.

What the setting needs to do to improve further

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

- extend the programme for mathematics indoors and outside to improve opportunities for children to gain further skills in this area in readiness for school
- provide a wider variety of IT equipment to support children's emerging skills in understanding how things work in the programme for developing their understanding of the world and to gain skills in readiness for school.

Inspection judgements

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

The staff operate an effective 'key person' system that ensures children are supported when settling into the nursery by a specific staff member who takes responsibility for their well-being. Parents are confident to come into the nursery and talk to the staff about their children. Staff are interested in the parents' knowledge of their children and seek information about the children's interests at home. Staff use this information to inform planning for individual children so that learning is progressive, building on what children already know, do and understand.

Staff demonstrate a good knowledge and understanding of the children in their care. Staff make regular observations of the children and track their progress. Staff evaluate children's progress to identify areas where children may need extra support. This means staff are able to identify any gaps in children's learning and close them. They tailor learning to help individual children make good progress. Staff provide parents with regular

feedback on their children's progress. They discuss various ways that they can support children's continuous development during their time at the nursery. Parents contribute to their child's next steps in learning in this way.

Staff focus on providing activities that ensure children develop the skills and attitudes required for school or the next stage in their learning. Activities, such as getting dressed and undressed for physical exercise help children gain useful skills. This activity stems from staff working closely with the school. Children enjoy having jobs to do. Staff encourage the children to make their own play-dough, for example. Staff ask the children to set the table with resources ready to play with the play-dough. The children are keen to choose the tools they want to use. All these experiences help children become independent. However, there is somewhat less focus on the programme for children's early mathematical development to help them gain useful skills in this area in readiness for school.

Children enjoy group time. Staff give children the opportunity to answer questions and learn about taking turns. The children grow in confidence as they become used to answering questions. They gain praise from other children and staff as they share their thoughts and answers. This approach increases their self-esteem and this stems from good teaching strategies. Staff use skilful teaching methods, using their body language and questioning skills to prompt children's thinking.

Staff encourage children to solve problems during active play. Whilst making a scarecrow, for example, the children noticed the straw falling out of its fingerless gloves. The children recognised the need to find gloves with fingers. Becoming children who can think and solve problems is a useful attribute in preparation for the next stage in their learning. Such activities capture children's interest so they are eager to join in. Staff use these experiences to develop children's language and communication skills. Children are taught new words such as 'scarecrow' and the names of parts of the body. They learn the purpose of scarecrows and declare 'He needs to keep the seeds in the ground', demonstrating the ability to convey their thoughts to others.

The staff plan for children to learn through a variety of activities supported by good quality teaching. The staff know all children and their individual needs well, including those who learn English as an additional language and any with special educational needs and/or disabilities. They meet these needs well, working with outside professionals when necessary, so all children make good progress from their starting points on entry. Staff have a well developed understanding of how children learn which is why all children are making good progress.

The environment is full of children's work. Staff recognise these displays make children feel valued and help them gain a sense of pride in their achievements. Children point out their work and talk about it freely. There is lots of exciting imaginative play going on around the nursery. Children confidently copy what staff do and use puppets to act out stories imaginatively. They are well prepared for the eventual move to school.

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

All children settle well having formed appropriate bonds and secure emotional attachments with their key person. This emotional security gives them the confidence to explore their environments and learn through active play. Staff promote children's physical and emotional well-being well. Children are happy to move around the nursery making choices about what they want to play with because staff set these out so children can find what they want to do and help themselves. Staff make good use of the resources to plan an environment that provides the children with a range of experiences that develop independence and cooperation. There are fewer resources to support children's early mathematical development, however, or to allow them to acquire a range of technological skills in preparation for school.

Staff arrange the nursery environment to give children a strong sense of belonging. They help children understand the day's routines. For example, on arrival children know that they must place their packed lunch in the fridge, then hang their coats on their own pegs. The staff organise the space so it is engaging and inviting. Children seek out familiar resources and use the 'waving window' as a way to say goodbye to their parents. Staff are aware that some children need extra support to separate from their parent and use this window as a way of helping them do this. Staff encourage the children with a familiar routine and an understanding of the children's individual needs, so they settle quickly.

Staff support children's understanding of the importance of a healthy living. They teach children that they need to wash their hands before eating. Staff organise the day so that children can make their own decisions about when to play outside by making the outdoor area available for most of the day. This approach supports the development of those children who prefer to learn outdoors and encourages all children to have a positive attitude to being out in the fresh air. The garden equipment provided supports the children's physical development by helping them gain new skills. Staff allow children to become aware of their limits, so they learn when they need to ask staff for support. Staff support the children but also encourage them to take small risks when they want to move the children's development on. For example, they recognise when children have had enough experience on a slide to come down by themselves for the first time.

Staff manage children's behaviour by using appropriate strategies that are consistent across the staff team. They talk quietly to children about what they think they should be doing. For example, if children run indoors staff ask where they should be running. This positive approach helps children to correct their play independently. Staff model good behaviour well by saying 'thank you' and 'please' which prompts children to learn good manners. At inspection, older children were observed to be caring towards their younger friends, such as when showing the younger ones how to wash their hands. This demonstrates the good relationships that exist across the nursery.

Staff keep the environment clean and the resources are in good order. They carry out risk assessments and use monitoring to prevent accidents recurring. This thorough approach to identifying potential hazards means children can move around the nursery freely and

play in safety.

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

The management, staff team and students have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The policies are reviewed during staff meetings which helps everyone know these and how to implement them. Staff know how to deal with a concern about a child's welfare should there be one. The staff are fully aware of who is the designated safeguarding officer. Staff are aware of their individual responsibilities to safeguard children. The adult-to-child ratios are maintained and children are well supervised. As a result of all the safeguarding procedures all children are kept safe.

Recruitment and vetting systems check that all staff are suitable to care for children at all times. The manager carries out staff appraisals and monitors staff performance regularly which develops the quality of teaching. The manager discusses any issues within the nursery and addresses any training needs. The staff are encouraged to think about professional development. The manager arranges training and actively helps the staff to develop their skills and knowledge. These actions have a positive impact on the children's experiences and learning outcomes. The manager leads by example in wishing to gain an early year degree to support her professional development.

The manager has implemented evaluation systems successfully. The manager ensures staff parents and children are part of the evaluation process. Staff are encouraged to share their ideas and to express their views during staff meetings. Parents have the opportunity to make suggestions through the suggestion box in the parent information area. The manager also seeks parents' views using parent questionnaires. Children are listened to and their preferences recorded. Evaluation identifies strengths and weaknesses and the manager produces action plans and shares these with the registered provider in order to guide future developments. Recommendations set at the last inspection have been met. This has led to improved evaluation to identify areas for development and improved staff questioning skills that now provide greater challenge to children and drive progress.

The team promotes positive relationships with parents. Children with 'special educational needs' and/or disabilities are well supported through good effective partnerships with parents, local authority personnel and other professionals. The manager sources relevant training for all staff so children's additional needs are supported. Parents comment that they feel happy to leave their child in the setting. The manager reviews the children's tracking regularly to check children are making good progress.

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	EY259189
Local authority	West Sussex
Inspection number	833149
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	71
Name of provider	John Francis Reilly
Date of previous inspection	12/11/2009
Telephone number	01903 785774

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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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