

# Green Roots

231- 233 Main rd, Southbourne, Emsworth, Hampshire, PO10 8JD

## Inspection date

Previous inspection date

21/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 provide a warm and caring environment. This helps children to settle quickly because of trusting relationships developed between them, staff and parents.
- Effective partnership working with parents and outside agencies means that there is a consistent approach to meeting individual children's needs. These partnerships also help children to develop relevant skills for the future.
- Children are motivated by the imaginative and stimulating ways that staff present activities throughout the nursery. They are totally engaged in their learning and make good progress taking into account their starting points and capabilities.
- The nursery is well led and managed. There is a strong commitment to provide high quality of teaching and learning for the benefit of the children.

### It is not yet outstanding because

- Staff miss opportunities to use signs, symbols within the environment. Therefore, they do not fully maximise children's early reading skills.
- Staff miss opportunities to promote children's larger muscle development outdoors which means they do not fully promote children's physical skills in this environment.

## 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 had a tour of the nursery with the manager/provider.
- The inspector held discussions with the manager/provider throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, children's records and evidence of staff suitability and training.

## Inspector

Jane Franks

## Full report

### Information about the setting

Green Roots Nursery registered in 2013 and is a privately owned setting. It operates from a converted building in the Southbourne area of Emsworth in Hampshire. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 43 children on roll. The nursery receives funding for early education for children aged two, three and four years. Children come from a wide catchment area and are able to attend for a variety of sessions. The staff support children with special educational needs and/or disabilities. There are seven staff employed, five of whom hold appropriate childcare qualifications.

### What the setting needs to do to improve further

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

- develop further the use of letters and symbols in the indoor and outdoor environments to promote children's early reading skills
  
- strengthen the range of equipment used to provide increasing challenge to children in developing their physical skills.

## Inspection judgements

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

Staff are enthusiastic and eagerly help all children settle into the nursery. Children's key persons find out about their starting points through information shared by parents. They complete a 'New routes form' about children's development and then tailor planned activities to progress their learning from the start. Staff carry out regular observations of children's learning and maintain learning journals for all children to demonstrate their progress. Assessment is focused and ongoing and used to plan activities to progress children in all areas of learning. Staff promote the next steps in learning for their key children and share these with parents to keep them fully involved with their child's learning. They also share completed progress checks they make on children when they are two years old. Staff fully promote the learning of children with special educational needs and/or disabilities because they develop individual plans for them that foster learning in all areas. Parents also provide regular information on their child's interests and achievements. In this way, the staff ensure that they are using the information they have gained, to help children make the best progress possible, at home and in the nursery.

Staff provide a good balance of adult-led and child-initiated experiences and encourage

children to choose their own activities. Children are able to find the equipment they require and make independent choices from the wide selection available. This is because the indoor environment contains resources which are appropriate, well-maintained and readily available for all children. Staff encourage children to display their own art work which develops their independence and school readiness. Display boards follow a theme and staff engage children in discussion, gauging their interests, and encouraging their language development well. This also helps children to develop a sense of value and belonging. Staff read to the children using good expression and involve them well as they choose their favourite stories. This promotes the children's early reading skills well overall. However, staff miss opportunities to use signs and symbols in the indoor and outdoor environments. As a result, opportunities to further enhance children's early reading skills are not fully developed.

Staff have a good understanding of how children learn and teach them well. Therefore, they help the children to make good progress in their learning and development. Staff respect children and acknowledge and value what they say. All children, including those with special educational needs, thoroughly enjoy themselves learning through play. Children are confident learners who actively explore their environments and concentrate well as they engage in a wide variety of activities. For example, babies engaged in a painting activity develop early writing skills as they make marks on paper. They explore the texture with curiosity as they paint their hands. Babies reach for toys which interest them and show developing coordination as they pick up musical instruments in each hand. They turn them upside down, fascinated as they explore sound. Staff use all opportunities to teach children to learn and develop with strategies that have meaning to individual children. Staff talk to babies about the colour of boots as they prepare for outdoor play, for example.

Children demonstrate that they have secure relationships with staff, interacting warmly with them and sharing ideas. Staff listen to the requests of children and use this opportunity to extend their learning. Children ask for music, so they all engage in marching around, moving their bodies up and down which develops their physical skills and vocabulary. Older children explore volume as they transport dirt across the outdoor play area. Staff teach them about living things as they look for worms and bugs, for example, by incorporating magnifying glass into their play and talking about how worms move. This encourages children to communicate with others as they learn about the world around them. Staff talk about size and shape as they find a variety of different insects. Children have fun as they spend their time purposefully engaging in a varied range of activities, playing well both independently and with others.

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

Children's happiness and well-being are a high priority for staff. Staff work well as a team. They communicate well, both verbally and through use of white boards to ensure they consistently meet the individual needs of all children. Good settling-in procedures enable children to move successfully into the nursery and between rooms as they get older. Parents spend time with their child's key person at initial settling-in sessions to share

information about their child. When children move between rooms they have introductory visits and staff share a written record with parents. Children have very positive relationships with staff and each other. They amicably share resources and show care and consideration for each other. For example, children in the baby room readily provide resources for their younger peers. Children are polite and behave well. Staff have a robust understanding of how to manage behaviour in a positive way. They listen to the needs of children which promotes children's self-esteem well. Children can choose whether they play indoors or outside and have easy access to a very good range of quality resources indoors which promote learning in all areas.

Staff encourage children to develop a good understanding of adopting healthy lifestyles. For example, children enjoy fresh air in the outdoor environment, learn new skills in balancing and show determination in independently using ride on toys. As a result, they also learn how to manage risks and ensure their own safety. Children of all ages have further opportunities to develop physical development using the indoor soft play equipment, for example, which help them develop healthy bodies. Young children, therefore, have room to practise crawling, walking and climbing. However there is no larger scale equipment outside which means staff miss opportunities to provide increasing challenge for older children with climbing. Children have a wide variety of healthy, balanced meals to suit their particular dietary requirements. Parents comment they are very pleased with the variety of healthy home cooked meals provided. Children follow routine hygiene practice as they wash their hands before eating. Staff actively support children in developing their future skills in readiness for their next stage of learning. For instance, they encourage older children to serve their own food at mealtimes and confidently use age appropriate cutlery as they feed themselves at lunch time.

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

The nursery provides a strong welcoming environment, which values and respects children and their parents. The manager and staff team fully understand their responsibilities to ensure they meet the requirements of the Early Years Foundation Stage and they do it well. This is the nursery's first inspection since registering and they have worked hard to provide a good quality service which is reflected in their practice. Staff are professional, work well together and demonstrate an obvious enthusiasm for their role in promoting children's learning and development. Record keeping systems enable staff to match planning to children's individual learning needs. The manager closely monitors children's learning. She compiles data to obtain an overview of the achievements of individual children, and children as a whole, throughout the nursery in all learning areas. This monitoring system allows any gaps in achievement to be clearly identified and systems put in place to enable children to make maximum progress with their learning. Performance management is well managed within the nursery and staff training needs are identified through effective supervision and appraisals. This helps to drive improvement in the nursery provision and improve outcomes for children.

Children are safeguarded well because the manager and staff have clear policies and

procedures embedded in their practice. Staff have up-to-date safeguarding and child protection knowledge, which helps to effectively raise their awareness of how to help protect the children in their care. Robust recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff are fully aware of their roles and responsibilities in keeping children safe. Rigorous risk assessments contribute significantly to children's safety. Systems are in place to ensure all areas used by children are safe, and as a result of staff input, children display a very good awareness of safety.

The manager has high expectations of staff practice and there is an ongoing system of self-evaluation with a development plan in place. Staff views are sought at staff meetings, and also through ongoing discussions with children and parent questionnaires. There are established links with the advisory team within the local authority, for example, supporting children in their move to school, and this further enhances the self-evaluation process. Parents speak highly of the nursery. They comment that, 'staff treat children as individuals', and are 'amazing'. Children with special education needs and/or disabilities are cared for very well. Staff work with parents very effectively to ensure that individual educational programmes are efficiently met. Professionals from other agencies who support children and families are made welcome when they come to observe the child at play and offer advice and support to the staff.

### **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

<b>Unique reference number</b>	EY466723
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	936270
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Green Roots
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01243 572924

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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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