

Greenfield Nursery

Stourbridge Children & Family Centre, Forge Road, STOURBRIDGE, West Midlands, DY8 1XF

Inspection date

25/03/2014

Previous inspection date

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

- Children enjoy their play because staff plan a wide range of activities. Good quality information is recorded and evaluated to support children's next steps in their learning. As a result, all children make good progress.
- The key person system ensures that all children are well-supported and have the opportunity to build secure, caring relationships with staff that promote children's emotional well-being.
- Teaching is good because staff understand how to promote children's learning and they provide an exciting and interesting educational programme. As a result, children are motivated to learn.
- Partnerships with parents and other agencies are strong. Leadership is good and the staff team are committed to improving the provision for all children. Staff work well as a team to provide a happy, safe and caring environment for children.

It is not yet outstanding because

- Systems to monitor children's progress are not fully embedded to enable the nursery to monitor progress overall.

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 indoor areas used by children and the outdoor play areas.
- The inspector and nursery manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector read and discussed the nursery self-evaluation document.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Greenfield Nursery was registered in October 2013 on the Early Years Register. It is situated in Stourbridge Children's Centre in Stourbridge, Dudley. It is privately owned and managed, serves the local area and is accessible to all children. It operates from a main playroom and wide corridor space with additional use of the sensory room and the large hall in the children's centre. There are several areas available for outdoor play. The nursery employs five members of child care staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, during term time only from 9am until 3.45pm. Children attend for a variety of sessions. There are currently 40 children on roll in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. It supports children with special educational needs and/or disabilities and children with English as an additional language.

What the setting needs to do to improve further

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

- embed management systems to monitor children's learning overall to identify any groups of children where progress is less than expected.

Inspection judgements

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

The nursery provides an inviting and safe environment for the children who attend. All children are making good progress because staff prepare a wide range of activities that interest and motivate them to learn. Educational programmes have depth and breadth across all areas of learning, which enables children to engage in a wide range of experiences. Planning ensures that children's individual needs are met and takes account of their different ages or stage of development. This is because staff know children well and each child's key person plans activities to support next steps in learning. The nursery provides a wide range of resources that children can access independently. This means that they are active in their learning because they learn while they are playing. Teaching is good because staff understand how to promote children's learning and they have high expectations for all children. Staff ensure that children are able to participate during key group time by using a range of props and resources that interest them during a speaking and listening activity. Consequently, children enthusiastically join in, taking it in turns to listen to the sound of a hidden instrument and then name it. Staff skilfully gain and maintain children's attention by using different tone, repetition, and by clearly pronouncing words. This helps children to develop good listening, attention and communication skills, which supports them in all areas of their development and provides key attributes needed for starting school.

Children's progress and achievements are closely monitored because the nursery uses assessment documents that identify attainment and highlight any gaps in progress. Key persons have a good understanding of their children's needs and next steps. Regular observations, assessments and a system that monitors individual children's progress, ensures that any weakness or gaps are quickly identified. Staff gather information about children's starting points and thereafter, regularly monitor their ongoing developmental needs. The nursery provides specific targeted support for children who may require it. For example, they are involved in the Every Child a Talker programme and one member of staff has taken on the role of an Early Language Lead Practitioner. This has resulted in children who have been identified as having a delay in their language having specific targeted support. The nursery has also developed 'sound bags' that are used in nursery and sent home with parents. The bags contain activities that encourage children to practise making specific sounds. As a result, children who had been identified with a delay in their language when starting the nursery, have now closed any gaps and are making good progress. Parents and carers are provided with good quality information about their child's progress because the nursery produces termly summative statements and they complete the progress check at age two. These documents provide parents with a summary of their child's learning and information about next steps and targets for the coming term. They also give suggestions on how parents can support learning at home. Parents and carers are also encouraged to book termly meetings with their child's key person and as a result, relationships between staff, parents and carers are good because there are opportunities to share children's achievements in detail.

Interactions between staff and children are good and staff encourage children to think critically by asking questions, which prompt them to think about what they need to do. For example, at snack time a member of staff says 'I am wiping the table for snack, what do you think you need to do now'. Children quickly reply 'we need to go and wash our hands'. As a result, children are beginning to show that they can think for themselves and manage their own self care needs. Consequently, after spilling a drink a child says 'I think I need to change my top because it's wet'. She then independently gets up from the table and asks for help from a member of staff. It is therefore evident that children are gaining key skills that support them for the next stage in their learning.

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

All children appear happy and settled at the nursery and they quickly begin to play and explore on arrival. They form secure attachments with staff who are enthusiastic and positive at all times. The key person system is well embedded and all children, staff, parents and carers can identify who a child's key person is. Consequently, children are developing a sense of belonging in this welcoming environment and their emotional well-being is promoted. Staff are friendly and affectionate towards children and they provide good role models. They use calm and encouraging language to remind children to follow rules and consistently give children reasons for why they should, or should not, do something. When asking a child to not put books into a water tray, they say 'don't put the books in the water tray because they will get wet, the pages will not turn and we won't be able to read them'. Staff sensitively encourage children to think about how their actions impact on others. For example, they prompt children to consider whether another child

'looks happy or sad' when that child is upset due to a toy being taken from them. The child responds by saying 'they look sad' before quickly giving the toy back. The member of staff then praises both children and helps them to find toys that they can share, resulting in them beginning to play together. This supports children's personal, social and emotional development because they are well supported by staff to resolve issues that will enable them to play together.

Children learn about a healthy lifestyle because they are provided with balanced diet of healthy foods at snack and staff discuss healthy food choices. Children eat a variety of fruit and vegetables on a daily basis. All children sit together as a group at meal times, the room is calm and children eat well. Children are encouraged to be independent at mealtimes because they are chosen to hand out the plates to their friends. Children can access their own drinks throughout the day and they do so independently. For example, one child says 'I'm thirsty, I need to go and have a drink' after coming in from playing outside. Children take part in a variety of activities that encourage them to be active, which supports their physical development and provides them with regular exercise. They also use a large indoor hall where they play running games together. The nursery has access to a sensory garden and forest school garden in addition to their own play area which is well resourced. This means that children have many opportunities to play in different outdoor environments. These provide a range of experiences and include opportunities for children to manage risks for themselves by using equipment. For example, they use garden tools when planting and digging in the garden.

Children's safety is given high regard and staff are vigilant about safety. They record children's attendance and staff and visitors sign in and out. This means that the nursery has accurate information about who is onsite and when a practice evacuation is carried out, everyone's safety is assured. During the evacuation practice staff explain what is happening and children calmly leave the building in twos, holding hands with each other. They reassure children who are upset and praise children while walking to an identified area. Children comment 'it's only a practice, it's not real' which shows that they understand what they are doing. As a result, children's health and safety is promoted because children practice what to do to keep themselves safe. Accidents and incidents are recorded and parents and carers are asked to sign that they have been informed. Staff at the nursery have attended the required first aid training which means that they can administer first aid. Children who require emergency medication or who have medical needs have detailed care plans that clearly identify procedures to be followed if required. This promotes their good health and safety while at the nursery. Risk assessments are carried out routinely which include safety checks at the beginning of each day. This ensures that staff are vigilant in considering children's health and safety at all times.

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

Leadership and management is good and there is a clear motivation to develop the nursery in order to improve outcomes for all children that attend. The nursery ensures that children are kept safe from harm, and all children make good progress as a result. Safeguarding responsibilities are understood by staff who clearly explain how they would

deal with any concerns that relate to children's welfare or safety. Robust policies and procedures provide advice and guidance to staff to support their practice. A lead member of staff with safeguarding responsibilities has been identified; this staff member is experienced and monitors practice to ensure all legal requirements are met. The nursery has a robust recruitment procedure for new staff that includes obtaining an enhanced Disclosure and Barring Service check and verifying staffs' suitability to work with children. This is achieved through the requesting of references, viewing certificates of relevant qualifications and a supervised observation of interactions with children. Induction of new staff involves issuing them with an information pack that includes copies of policies and procedures. The performance management of staff is managed effectively and includes regular observations of staff working with children. Consequently, the manager has the opportunity to discuss good and any weaker aspects practice, which ensures consistency in teaching across the nursery. Staff regularly attend training to support their practice and ongoing professional development. As a result, teaching and the impact that this has on children's learning is good because staff are highly skilled.

Children are making good progress overall in their learning and development and a wide range of planned activities and experiences support this. Children's progress is regularly assessed and staff have a good overview of where all children are in their development. The manager works directly with staff and children on a daily basis and has a clear overview of the nursery. That said systems to monitor children's progress overall are not yet fully embedded to enable the manager to easily identify any groups of children where progress may be less than expected. However, the manager works closely with her staff and spends time looking at children's files. Educational programmes are varied and stimulating, which means that children are interested in what they are learning. Staff reflect on the characteristics of what makes learning effective and plan experiences to support children's differing learning styles and needs.

Partnerships with parents and carers are good and the nursery has ensured that opportunities to involve them in their children's experiences are regular. An information board provides details about what children will be doing during the week and parents and carers report that they find this useful. Social events such as coffee mornings, performances from the children and fundraising events are held in addition to parents' and carers' evenings. Parents and carers are asked to complete questionnaires and the nursery takes account of these views when identifying areas for improvement. All parents and carers speak positively about the nursery and the impact that attending nursery has had on their child's development. The nursery is well placed to work in partnership with the local children's centre which is also onsite. Staff from the nursery complement the family support work provided to families by the children's centre by attending meetings. This means that children and their families receive the help that they need because professionals work together. The nursery also works in partnership with the local authority. For example, to ensure that equipment and resources have been sourced to enable the nursery to develop facilities for two-year-olds. This shows a commitment from the nursery to continually strive to maintain the highest of standards to meet the needs of the children who are attending.

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	EY468404
Local authority	Dudley
Inspection number	940168
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	40
Name of provider	Sylvia Anne Hickling
Date of previous inspection	not applicable
Telephone number	01384442462

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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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