

Greenfields Nursery

1-3 Greenfield Street, Rawtenstall, Rossendale, BB4 8JW

Inspection date

06/06/2014

Previous inspection date

10/02/2009

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

- Children explore and become engaged in their own learning because staff plan a vibrant and exciting environment and provide good resources which children use well to extend their play.
- Children's good health is promoted effectively through the clear hygiene routines implemented and through regular access to the outdoor area. This supports children successfully in developing an active and healthy lifestyle.
- Managers ensure safeguarding is given high priority and that staff have a secure knowledge and understanding of their role. Therefore, all children are kept safe and protected.
- Partnership with parents are good. They are invited to parents evenings which means they are involved in identifying and planning for the next steps in their child's learning and development.

It is not yet outstanding because

- Occasionally, deployment of staff, at the latter end of the day is less effective, resulting in some parents not receiving feedback about their child's day from a familiar person.
- Group times, in some instances, are less challenging for some children as the most is not made of the use of props to support stories to further engage them at all times.

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 a range of teaching and learning across all of the age groups.
- The inspector observed activities in the four play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Helen Gaze

Full report

Information about the setting

Greenfields Nursery Ltd registered to a new owner in 2008. It is a privately owned family business run by a board of directors. It operates from one lower ground room, two ground floor rooms and a first floor room in a converted building, located near the centre of Rawtenstall in Lancashire. Children share access to a secure, enclosed outdoor play area. The nursery is open weekdays from 7.30am to 6pm for 51 weeks of the year. It is closed for Christmas and bank holidays. There are currently 94 children on roll of which 66 are in the early years age range. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery offers before and after school care and a holiday club. The nursery cares for children with special educational needs and/or disabilities and children who speak English as an additional language. There are 14 staff employed to work with the children, one holds an appropriate level 6 qualification and is an Early Years Professional, nine hold appropriate level 3 qualifications, three hold level 2 and one is awaiting a level 2 certificate. The setting receives funding for the provision of free early years education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- extend learning even further; by challenging children in handling props to engage and increase their participation at circle time
- review deployment of staff in the toddler room; so that parents are able to speak to familiar staff from their child's room, at the end of the day.

Inspection judgements

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

Children, parents and carers are warmly welcomed into the setting by friendly and approachable staff. This means children settle quickly and with ease because staff work closely with parents and carers to collect 'all about me' information and use this to plan for children's individual needs and abilities. As a result, staff have a clear understanding of how children learn and therefore, children make good progress from their starting points. Staff observe and track children's progress regularly to understand their level of achievement and interests and to shape learning experiences for each child reflecting those observations. For example, staff support babies in their emerging interests by providing specific resources for them to use. Additionally, staff share the children's progress with parents and carers to involve them in the assessment of their child's needs.

Children enjoy their time at the setting because staff skilfully get involved through planned and unplanned activities in a timely manner. As a result, children enjoy learning and are motivated and engaged. For example, they find a centipede in the garden and gather round to explore. Staff follow their lead and use effective questions to extend their ideas further. The nursery has been involved in speech and language programmes and consequently staff are very skilful in extending children's communication and language. They repeat back what children say and encourage children to use the correct words, for example, centipede. This gives children the confidence to try new words and experience word-play. For example, when asked what the centipede should be called a child says, 'centi'. This helps children become confident in getting ready for school and any future transitions.

A particular strength of the nursery is the variety and quality of the educational programmes and the equipment provided, as well as the use made of the enclosed outdoor space. Staff have given much thought to how the outdoor play area is laid out. As a result, children are active learners and make their own choices as they move easily between the interesting areas located in the garden. Children are confident to use the materials provided to represent their own ideas through mark-making with paintbrushes and water and using wheelbarrows to transport things to the sand area. All resources are accessible to children, which enables them to easily find what they need and put the items back when they are finished. This makes a significant contribution to their all-round progress. Staff effectively challenge children in one-to-one situations as they play in the sandpit or negotiate the slide outdoors, but less so in some group situations. For example, they do not always fully engage some children in large group activities. Consequently, some children occasionally lose focus. In spite of this, the teaching and learning that takes place is good and all children make consistent progress in their learning and development.

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

Children's independence is promoted extremely well by all staff throughout the day. For example, babies and toddlers identify their drinking water labelled with a special picture, as pre-school children recognise their name. Children and babies show a strong familiarity with the robust routine and have a secure attachment to their key person, which helps them to feel safe, settled and focused.

Children demonstrate good behaviour and this is due to the robust routine and calm approach by all staff. They play cooperatively with their peers, sharing resources and helping each other. They play extremely well independently and staff ask well-thought out questions to help them to become independent. Pre-school children work together to set up for lunch and negotiate with each other when completing tasks. Staff prepare children for school very well, paying particular attention to their personal, social and emotional development. Staff explore children's feelings about moving on, helping them to become independent and confident and plan activities around going to school to help them with their transitions.

Children's awareness of developing a healthy lifestyle is promoted and encouraged

throughout the nursery. Pre-school children and children attending the holiday club are visited often by a sports coach. Activities are tailored to encourage fitness, teamwork and healthy lifestyles and focus on superheroes as a theme, which means children learn about health and fitness through fun and interesting activities. All children have access to a well-resourced outdoor play area and there are frequent visits to the parks and local area where they learn to manage risks. Outdoor play is incorporated into the daily routine and a well-resourced garden enables children to access various play resources in a safe and secure environment. Children eat healthy, well-balanced, home-cooked meals and staff are very aware of the dietary requirements of all children. Children from the pre-school and holiday club go shopping regularly for ingredients or snack items, such as fruit. The nursery actively encourage good dental hygiene practices and follow the 'smile for life' programme. They recommend a dentist and give children their own dental pack when they start the nursery so they develop a strong focus on oral hygiene.

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

The staff and manager display a good understanding of the Early Years Foundation Stage. Children's learning and development, welfare and well-being is very well promoted because there is a comprehensive awareness of safeguarding issues among all staff in the setting. The owner/manager has a commitment to ensuring all staff implement safeguarding policies to keep children safe and protected and a robust induction includes training on policies and procedures and safeguarding training for all staff. All staff know what steps to take if they are concerned about a child and know who to contact for additional support and advice. Children are further protected as highly effective recruitment procedures ensure all staff have suitability checks carried out, they complete food hygiene and first aid which means staff feel well-supported and equipped to fulfil their role. There are ongoing opportunities for training identified in appraisals and 'keeping in touch' meetings for all staff with a strong commitment to their continuing professional development. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's development or well-being. Effective monitoring is in place to review and increase the effectiveness of teaching and learning; the manager and staff observe interactions and evaluate the impact this has on children. This means the quality of teaching and learning is effective and the learning and development needs of all children are consistently planned for across all areas of learning and development.

Assessment arrangements are consistent and well-matched to individual children. Parent's evenings are organised termly and those parents who attend are updated about their child's progress. Parents spoken to on the day of inspection, describe how they value opportunities to share information and how verbal feedback is given daily by the key person in most cases and in some other cases, a different member of staff. Other news is shared through newsletters. Partnerships with outside agencies are established well, as a result there is a coordinated approach to children's care, including those with special educational needs. For example, targeted learning plans are devised and include adaptations in the nursery, such as, the special educational needs coordinator working

directly with children who need additional support. The special educational needs coordinator meets with physiotherapists, speech and language therapists and parents to plan for children's needs. Some staff have attended English as an additional language courses and a local school worked with the nursery, sharing good practice and resources to translate signs and information for parents. However, the deployment of staff at the latter end of the day means that for some parents the feedback they receive about their child is from a less familiar member of staff.

The owner and managers improvement plans are robust and continuous, for example, resulting in the newly refurbished baby unit and a well-resourced and well-thought-out garden. This means, children and babies benefit from activities that are well-matched to their age and stage of development. The recommendations raised at the last inspection have been fully addressed to enhance the overall provision for children and fully demonstrates an ability to make sustained improvements. The manager has further plans in place to further enhance the experience for children by linking with a local charity to create a green space close to the nursery to further extend the children's outdoor experiences.

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	EY376764
Local authority	Lancashire
Inspection number	873806
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	94
Name of provider	Greenfields Nursery Ltd
Date of previous inspection	10/02/2009
Telephone number	01706 231848

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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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