

Greenwich House Independent School, Kindergarten and Creche

106 High Holme Road, Louth, Lincolnshire, LN11 0HE

Inspection date	19/06/2014
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	2
The contribution of the early years provision to the well-being of children	Not Applicable	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

- Strong partnerships with parents and other professionals ensure an effective exchange of information. This provides all children, including those who have special educational needs and/or disabilities, with consistency as staff target teaching and activities to meet their interests and needs.
- Teaching is good. There is an appropriate balance between short adult-led activities and child-initiated play. Consequently, all children make good progress in line with their starting points.
- Children are secure and confident. They develop good social skills, consider one another's feelings and share ideas in play from a young age.
- Children are safeguarded, through rigorous recruitment procedures and the ongoing monitoring of staff practice by the management team.

It is not yet outstanding because

- Occasionally learning opportunities are not extended to provide greater challenge for older and more able babies. There are slightly fewer opportunities for babies to explore and learn in the outside environment.
- Opportunities to further develop children's good self-care and independence skills are not fully embraced at lunchtimes.

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 viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, the school's self-evaluation form, and assessments of children's learning and development.
 - The inspector observed teaching, learning, and care practices in the playrooms and garden.
 - The inspector and Early Years Professional undertook a joint observation of teaching practice and discussed this.
 - The inspector took account of the views of parents who were spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection, and held a
- meeting with the management team to discuss the leadership and management of the setting.

Inspector

Elisabeth Wright

Full report

Information about the setting

Greenwich House Independent School, Kindergarten and Creche was registered in 1990 and is on the Early Years Register. It is situated in a converted house in Louth, Lincolnshire and is privately managed. The school serves the local area and is accessible to all children. The school provides care and education for children from birth to 11 years. This inspection focused on the birth to three years age group. Children under three years of age are based in two rooms within the school, with use of adjacent rooms within the building. There is an enclosed area available for outdoor play, which is shared with the pre-school. The kindergarten and creche employ 14 members of staff. The kindergarten and creche opens Monday to Friday, all year round, from 8am until 6pm, including holiday provision. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The school provides funded early education for two-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend challenge for the older babies by increasing the range of open-ended activities, so that children can explore, experiment and develop their own ideas
- build on children's good self-care and independence skills by increasing opportunities to practise these, such as serving their own food at mealtimes
- enhance opportunities for babies to access outside play, in order to extend their physical skills and further stimulate their curiosity and investigation of the environment.

Inspection judgements

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

The standard of teaching is good across the provision, for children who are under three years within the school. Staff have a secure understanding of how to promote young children's learning through their own play. For example, a member of staff plays alongside a child in the sand tray. She models how to use moulds to create shapes. The child copies her actions and follows sensitively timed directions to 'pat the sand down' because she has seen this skill demonstrated. Young children explore textures and patterns as they paint with herbs from the garden. A child carefully watches the effects made as they print with a flower on the paper. They extend their learning, as later in the day, the same child takes

the basket of herbs and examines them, smelling and feeling each one carefully. Staff provide an appropriate balance between short, playful adult-led activities and children's own purposeful play. Children enthusiastically engage in a group activity with a large piece of cloth. Staff introduce simple mathematics as they count 'one, two, three' before shaking the cloth. This gives children a sense of the sequence of events as they anticipate the next move. They develop their observational skills as they watch the static effect of the cloth on their friends' hair. However, on occasions staff working with babies do not fully extend activities, to increase the level of challenge for older children in the room. Children develop good dispositions for learning, as they explore possibilities and think about how to solve problems for themselves. For instance, a child building a train track spends time working out how the pieces fit together. This ensures that children are well-prepared for their ongoing learning, including their future move onto school.

Strong relationships with parents are established from when a child first starts at the school. Parents appreciate the time staff take to talk and listen to them daily. Parents contribute their own observations and family activities to their child's learning journal. This continual exchange of information means that key persons build a comprehensive picture of each child. Therefore, planning for every child's next steps is targeted well to their needs, from when they first start attending. A member of staff describes how a child needs time to watch before participating in activities. This recognition of individual learning styles means children's needs are supported well.

Systems to monitor children's progress are robust. Staff are skilled in making accurate assessments of children's level of achievement as they observe their learning through play. Key persons complete the required progress check for children between two and three years. This provides staff and parents with a good overview of each child's level of development. The school supports children with special educational needs and/or disabilities very effectively. Staff work closely with all other professionals involved. This builds a strong understanding of children's needs and promotes a consistent approach. This ensures that all children make good progress in their learning and development, in line with their starting points. A wide range of resources are accessible for children to choose from in both rooms. This develops both their independence and the ability to make choices in their own learning. Older children benefit from continual access to a secure outdoor space. This provides a wide range of opportunities to explore and investigate the world around them. Children experience greater challenge in the shared garden, where they can climb and run freely. However, the youngest children have fewer opportunities to explore and investigate the natural world through outdoor play.

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

Strong attachments between children and staff are established during children's induction period. This means all children feel safe and secure, and demonstrate a strong sense of belonging in the school. Children are confident as they move around the rooms and make choices in their play. Children develop good social skills. They interact with each other and with older children in the school with ease. As a result, children are emotionally well-prepared for changes in their lives and for their eventual move onto school. Children's behaviour is very good. The school has a strong emphasis on consistency. Children benefit

from the same expectations and explanations from all staff. This helps them understand what is acceptable behaviour and to consider the needs of others. Children consistently remember to say 'please' and 'thank you' when speaking to staff and each other. Staff provide them with good role models. They are calm and listen attentively, giving children time to speak and explain their needs. This creates a calm and friendly atmosphere in the school, which enables children to thrive.

Children's health is supported effectively as they benefit from a healthy a nutritious diet. Children's independence and self-care is supported at snack time. They serve themselves from a range of fruit, and choose between a drink of water or milk. However, at lunchtime the meal is served to the children on plates. This reduces the opportunity to practise these good skills, or to discuss the food with staff. Drinks are available throughout the day, therefore, children do not become dehydrated. Good use is made of the allotment area of the garden, for children to grow some of their own fruit and vegetables. This helps them to discover how things grow and change, as well learning and enjoying fresh food. Established routines enhance children's growing awareness of the importance of hygiene. Older children care for their own needs independently, for example, they wash their hands after using the toilet, without needing any reminders. Younger children begin to acquire these skills as they wash their hands after a nappy change. Staff work effectively in partnership with parents to support toilet training. This consistent approach ensures that children make good progress in developing independence in this area.

Children's safety is given a high priority. Simple strategies and explanations develop children's early understanding of how to safeguard themselves. For example, children know they must tell staff where they are going and what they are doing. Written risk assessments and daily checks, made on the premises, provide children with a safe environment. During the initial induction period, the school establishes any dietary requirements children may have, or any health issues which need support. This thorough attention to children's care needs ensures they receive high levels of support.

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

The management team has a secure understanding of the requirements of the Early Years Foundation Stage. The safeguarding of children's welfare is given a high priority. Staff are fully aware of their role and responsibility to safeguard children's welfare. They have a clear understanding of the signs and symptoms that would raise concerns, and the procedures they would then follow. The school follows a rigorous recruitment procedure. The checks that are made, help ensure staff working with the children are suitable to do so. The ongoing suitability of staff is effectively monitored. Managers are very much involved in the day-to-day practice of the school. Therefore, they observe the quality of the provision on a daily basis.

Managers maintain and improve good standards of practice through rigorous monitoring and evaluation. Staff receive regular supervision and appraisals of their skills. This process effectively identifies any training needs and develops areas of expertise. Consequently, the standards of teaching and care in the pre-school are continuously improving. Partnerships

with parents and other professionals are actively sought and valued. Parents feel very much included in the school. They especially appreciate the homely ethos and small, cosy rooms. Their views are shared on a daily basis through conversation with staff. Managers make good use of support offered by their local authority, through advice and training. This provides an objective overview of the school, enabling the management team to identify and prioritise developing the provision.

The school makes good use of their member of staff with Early Years Professional status to monitor and develop the educational programme. The regular assessments staff make of children's progress are closely scrutinised to identify any gaps. A central tracking system is used to compare the progress of groups of children to ensure consistency. This system enables staff to target their teaching and plan activities that effectively meet children's individual needs.

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	EY286076
Local authority	Lincolnshire
Inspection number	856291
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	38
Name of provider	Jennifer Mary Brindle
Date of previous inspection	not applicable
Telephone number	01507 609252

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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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