

Greenways Nursery School

Methodist Church Hall, The Green, Upper Hale, Farnham, Surrey, GU9 0HJ

Inspection date

15/09/2014

Previous inspection date

02/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- This is a happy well-organised nursery environment where children enjoy activities which encourage all aspects of their development.
- Staff are motivated and knowledgeable in their work and build strong positive relationships with children and parents. This enables children to develop their skills confidently.
- Good use is made of all the space in this clean and well maintained environment.
- The premises are secure and staff demonstrate a confident knowledgeable awareness of all aspects of safeguarding. Consequently, the welfare of the children is promoted effectively.

It is not yet outstanding because

- Staff, on occasion, do not make the most of all opportunities to extend children's learning by adapting activities to create more challenge, especially for more able individuals.
- Some of the younger children do not benefit from the whole group circle and story times. As the group is large the youngest children lose interest quickly.

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 toured the premises and reviewed the resources with the manager.
- The inspector observed the children and staff interacting during play.
- The inspector examined records and documents provided by the manager.
- The inspector discussed the nursery with four parents.
- The inspector read and discussed the provider self- evaluation process and observed an activity with the manager.

Inspector

Lynne Lewington

Full report

Information about the setting

Greenways Nursery School was registered in 1992. It operates from the Methodist Church Hall in Hale village on the north side of Farnham, in Surrey. The nursery school is managed by a parent committee and serves the local area. Children have access to a hall, kitchen, toilets and an enclosed garden for outdoor play. The provision is registered on the Early Years Register. There are currently 22 children on roll in the early years age range. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to children aged three and four. It is open Monday to Friday from 9.30am to 12.45pm term time only. The provision supports children who have English as an additional language and who have special educational needs and/or disabilities. There are six members of staff who work with the children, five have early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- adapt outdoor activities to challenge physical development, particularly for the more confident and able children
- plan opportunities for the children to participate in smaller groups for stories and singing to enable each child to be more involved, and their attention captivated.

Inspection judgements

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

Children undertake a broad variety of activities which encourage their skills across all areas of learning. The enthusiastic staff plan and provide an enabling environment where children adapt resources and use them imaginatively. This helps children to think and use their imaginations in their play. For example, children take dolls to the doctors, talk about ailments and try to bandage limbs. With encouragement from staff they plan what they want to do. Staff ask questions, such as 'how can we?' and 'what will happen if?' encouraging the children to think and solve problems. Staff encourage children to use the medical equipment to listen for a heartbeat and wrap the 'baby' up to keep her warm.

Staff encourage the use of mathematical language and awareness of position, size and shape in their everyday conversations with the children. Children recognise numbers and some can place them in numerical order as they use magnetic numbers. They enjoy sorting colours and making patterns with large buttons developing their skills to create order. Staff show interest in children's creations and use good questioning skills to

encourage children to talk about what they are doing.. This provides children with opportunities to count and develop their language skills, as they describe what they have made.

Staff provide children with easy access to a variety of writing materials. Children have many opportunities to see their names, and quickly and confidently recognise them at registration, snack time and circle time. Labelling throughout the nursery encourages awareness of the written word and staff write what children have told them about their creations. They read it back to the children, helping the children to develop an awareness of the meaning of writing. Children have opportunities to write in the role play area and in the garden. Easy access to a broad variety of fact and fiction books which are attractively displayed in a comfortable area means that children frequently use the books. They use them independently and ask adults to read to them. This enthusiastic interest in the books provides children with fuel for their imaginations and a good basis for developing literacy skills. Most children enjoy participating in the actions songs and listening to a story as a large group. However, this does not always meet the needs of the youngest children sufficiently as they quickly lose interest.

Children help to care for the caterpillars and follow the progress to become butterflies and grow flowers from bulbs increasing their awareness of the natural world. They benefit from planned visits for example, from the police, fire service and children's farm. These experiences increase children's knowledge of the world around them and the roles that people play. Outings to the local post box to post letters, or to the shop to buy ingredients for a cooking activity, all provide valuable experiences which enrich the children's understanding.

Staff promote learning and development well, however, on occasion, some staff do not make the most of opportunities to extend learning further by adapting activities to create more challenge for individuals. Records indicate staff observe and monitor children's progress effectively. In partnership with parents they identify next developmental steps to enable children to be progressed in their learning effectively. Records indicate children are making good progress. If concerns are raised additional advice is sought. Staff find out key words in a child's first language if they do not speak English. This enables them to develop some communication with the child and encourage English language development. They learn greetings in other languages enabling children to increase awareness and respect for others. The manager is proactive at increasing the opportunities for children to see positive images in books, posters and resources. This helps children learn about positive attitudes and to recognise their own differences and similarities in relation to friends or family.

Parents are encouraged to share information about their child on admission at planned meetings and also informally on a face-to-face basis. This helps to ensure staff develop a good understanding and awareness of the individuality of each child. Information about the activities on offer each day is displayed for parents to see in the entrance to the nursery. The parent's notice board includes valuable information about the Early Years Foundation Stage and why the activities early years children undertake are important to the development of young children.

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

Children appear happy, confident and secure in this well-organised nursery. They form positive relationships with key people and other staff, enhancing their sense of security.

Staff are calm and caring towards the children and each other, and model good manners. Consequently, children behave in a similar way. Staff calmly manage young children's disagreements ensuring children learn to manage their feelings and develop an awareness of fair behaviour.

Staff demonstrate a good understanding of all aspects of safeguarding. They ensure the premises are secure, children are supervised well and staff are knowledgeable about the action they will take if they are concerned about a child. Staff encourage children to develop their awareness of safe behaviours through gentle reminders. For example, the fire drill is undertaken regularly to ensure the premises can be evacuated swiftly in an emergency. The nursery is clean, safe and well resourced. The premises are well maintained and staff make good use of resources both indoors and outdoors. Children learn to care for their environment. They learn to use the resources with care and help to tidy them away for use another day. Staff demonstrate a good awareness of first aid and the action to take when children are unwell or hurt. Therefore, staff give high priority to safeguarding children's welfare and well-being.

With encouragement children gradually develop their personal independence skills,. They take care of their toileting needs, and learn to put on and take off outdoor clothing and shoes. Staff patiently encourage and supervise children. Good care is taken to encourage good health. For example, staff ensure children have daily opportunities for physical activity in the fresh air and natural light. Children are encouraged to have regular drinks from their water bottles, which are easily available at all times to ensure children do not become dehydrated. Staff encourage parents to send a healthy snack in with their children, and enjoy this at a social snack time around the table.

Preparation for changes in children's lives helps to ensure that children confidently adapt to new situations such as starting school. The nursery works in partnerships with local schools to ensure children have the skills and emotional resilience to equip them for the next step in their education. They learn about what happens in school, develop their independence and meet their new teacher in preparation for the new school year.

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

There is a strong leadership and management team within the nursery. All aspects of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage are understood and met by the leadership and management team. Robust recruitment procedures are implemented ensuring all staff are suitable for their roles. Staff receive regular supervision and opportunities to develop their skills and

knowledge through training opportunities. All staff demonstrate a good understanding of how they would safeguard children if they had a concern, and where to share this information. The manager, committee and staff team are all committed to continuously developing the nursery and the quality of the service they offer. For example, currently they are undertaking observations of each other at work to enhance and develop their individual teaching skills. The self-evaluation process is informed by parental feedback, staff and committee views, and observations of children's enjoyment and the progress they make. It accurately reflects the many strengths they have, the areas to target for development and the enthusiasm the staff have for their work.

Every child is monitored to ensure they make appropriate progress. If the staff have concerns they sensitively discuss them with parents and take appropriate steps to investigate and seek further advice from appropriate services. This helps to ensure that every child is given an opportunity to achieve well.

Partnerships with parents are good. Parents speak very highly of the nursery, the relationships they have with staff and the progress their children make. Parents like the information that is shared in the learning journals and know they can contribute to this. They say their children are always happy to attend and they are confident that staff know their children well. The nursery invites parents to planned meetings to discuss individual progress. In addition, staff provide a friendly welcome and informal opportunities for discussion.

The nursery has developed positive relationships with local schools and other nurseries. This has led to the school and nursery working together to identify the important skills children need for when they start school. They work in partnership with other specialist services where required to help children and appreciate the continued advice and support from the local authority.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	120051
Local authority	Surrey
Inspection number	845637
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	17
Number of children on roll	22
Name of provider	Greenways Nursery School Committee
Date of previous inspection	02/03/2011
Telephone number	01252 718628

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

