

# Little Green Day Nursery

North Reddish Scout and Guide Centre, Criterion Street, Stockport, SK5 6RY

## Inspection date

Previous inspection date

25/09/2014

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	1
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

- The quality of teaching is good and in some cases outstanding. Practice is based on a secure knowledge and understanding of how to promote children's learning. As a result, all children are making good progress given their starting points.
- The key-person system is effective in supporting children to form secure emotional attachments and develop their independence. As a result, children are demonstrating high levels of self-control during activities and confidence in social situations.
- Partnership arrangements with parents are very well embedded. Parents speak very highly of this nursery and express they are happy with the care their child is receiving.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. Practitioners regularly refresh their knowledge and understanding to ensure this is accurate and current.
- Practitioners are supported by the manager and provider who are skilled and experienced. As a result, practice is monitored and practitioners have access to training courses which support their professional development.

### It is not yet outstanding because

- Arrangements for outdoor play do not always enable children to access this area when they choose. As a result, some children's learning opportunities are being limited.
- Some story times cater for too large a number of children to ensure all remain fully engaged throughout the session.

## 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 the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

## Inspector

Suzanne Fenwick

## Full report

### Information about the setting

Little Green Day Nursery was registered in 2014 and is on the Early Years Register. The nursery is one of two provisions owned and managed by Little Green Day Nursery Limited. The nursery operates from the Scout and Guide Centre in the North Reddish area of Stockport. The children have access to a main playroom and outdoor play area. The nursery serves families from the wider and local community. It is open Monday to Thursday from 8am to 11.30am and from 12.30pm to 4pm, during term time only. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and the manager holds a postgraduate diploma. There are currently 37 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports a number of children who speak English as an additional language and 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:

- review the arrangements for children to access outdoor play, to allow children even greater choice about where they play and the resources they need for their chosen activities, to increase their already good learning
- support children to listen to stories with increasing attention and recall in small groups by reviewing the amount of children grouped together at group story time.

## Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and work effectively together and combine their skills and knowledge efficiently. Therefore, they plan an environment where children are learning through interesting and challenging activities which have been purposefully planned to meet the individual needs and interests of each child. For example, a small group of children enjoy the opportunity to explore and experiment in the 'mud kitchen', while others go hunting for bugs using the range of resources provided, such as magnifying glasses. Teaching is effective and practitioners demonstrate a secure understanding of how to support children's learning and development. For example, while the children are bug hunting the practitioner talks to them about the insects they are looking for and their different characteristics. Children join together for group story time, where the practitioner encourages them to listen through the use of prompt cards. However, arrangements for group story time cater for too large a number of children, which results in some children becoming distracted. This setting offers

an inclusive environment where diversity is valued, as a result, children are learning to respect and value themselves and each other. Practitioners support children who speak English as an additional language by modelling vocabulary and sentences, as well as using non-verbal communication, such as signs and gestures. Practitioners celebrate other cultures through the use of posters, signs and resources as well as using key words in the children's home language. As a result, children are developing a good knowledge and understanding of similarities and differences amongst themselves and others. The indoor and outdoor environment throughout this nursery is stimulating, exciting and well organised into areas of continuous provision which are effectively linked to the seven areas of learning and development. There is a range of resources which are clearly labelled and accessible to all children, enabling them to independently select what they want to play with.

Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, they are developing their muscle control as they are provided with different sized paint brushes and buckets of water to make marks on the walls outdoors. There is an outdoor area for all children to access where they enjoy the opportunity to move around the area in different ways. However, arrangements for access to the outdoor environment limits children's choice of where to play at times. While outdoors the children enjoy the opportunity to climb on large crates, as well as learning to manage their own safety when they are provided with the opportunity to use the large climbing equipment and slide. As a result, children are enthusiastic and curious learners who are progressing well towards the early learning goals, given their starting points. Practitioners know children very well in this friendly nursery and have a child-centred philosophy which puts the child at the heart of what they do. There is an effective key-person system in place. Regular observations are recorded to establish how each child is developing and to determine their next steps in learning. Practitioners observe children regularly and carry out consistent assessments, including the progress check for children between the age of two and three years. Therefore, each child's development is monitored, to ensure they are making good progress towards the early learning goals. Practitioners have high expectations for all children based on accurate initial assessments, which are gathered on entry and agreed with parents, and ongoing assessments which they use effectively to get to know the children's interests and learning styles. As a result, practitioners are planning next steps in learning which are suitably challenging and meet the individual needs of each child.

Practitioners are working effectively with the wider early years team in the local primary schools and children's centres. The key-person system supports parents to contribute to their child's learning and development records. For example, parents are encouraged by practitioners to record comments about their children's achievements and post them on the parent's board or in their child's learning journey. Parents are also provided with a weekly diary which provides them with information about their child's learning experiences. Parents are also encouraged to contribute to this and share their children's achievements from home. Practitioners effectively use this information during group time to encourage the children to recall past events and share their experiences with others. The nursery operates a home learning system, where children and parents are encouraged to take home bags which contain stories and various other resources. As a

result, parents are beginning to promote their children's learning at home.

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

The exceptional key-person system ensures that children have developed strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Practitioners greet and welcome the children and their parents into the nursery, which ensures that the children feel valued and cared for and that relationships with parents are very good. Children spend quality time with their key person during various times throughout the session, where they have the opportunity to share experiences and achievements and talk about what they would like to do next. The process to help children settle into the nursery is highly effective. New parents and children are invited in for initial visits prior to the start of term to meet the practitioners and take time to tour the nursery. There is a gradual admission for new children at the start of term, if required, to ensure that the move into the nursery is smooth and that the child's individual needs are being met. As a result, children demonstrate that they feel safe and secure within this nursery. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences.

Practitioners are well deployed within this nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. As a result, children learn to behave very responsibly from a young age and to cooperate within a group. Children are being supported to manage their own behaviour because practitioners explain to them the importance of sharing and taking turns. As a result, children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Behaviour within this nursery is very good. Practitioners support children's emotional well-being through the use of resources, for example, sharing stories which reflect on feelings. As a result, children are beginning to understand their own emotions and feelings and those of others. Children are learning to follow routines as they are encouraged to tidy away after each play session. Children show care and concern for their peers from a young age and play co-operatively together.

Children are progressing well in this nursery as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, practitioners are supporting children to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. Children also independently wash their hands after messy play and before snack. The nursery provides children with healthy and nutritious food and introduce different foods each week to encourage the children to try new things. Practitioners ensure that all mealtimes within this nursery are sociable. Practitioners sit with the children while they are enjoying a selection of fruit and savoury food for snack. As a result, practitioners are demonstrating the importance of healthy eating and are using this time effectively to talk to the children about the different foods which they are eating. Therefore, children are developing a good knowledge of different food choices. Children have access in all weathers to the outdoor area where they enjoy

fresh air and regular daily exercise. Practitioners in this nursery place a great emphasis on promoting healthy lifestyles. Parents are provided with a variety of guidance to support them on healthy eating, the use of dummies and oral health. Children are provided with tooth brushes and are actively encouraged to brush their teeth. The nursery has developed links with a dental hygienist team who visit the nursery to teach children about the importance of oral health.

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

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all practitioners. Practitioners have all attended appropriate safeguarding training. As a result, they are able to identify the indicators of abuse and are aware of how to report concerns. Risk assessments and daily checks of this nursery are thorough, consequently, the nursery is safe and secure. Accident recording and reporting procedures meet requirements which ensure that children are well protected. Qualified and experienced practitioners are effectively deployed throughout the nursery. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, they have recruited a strong team who are experienced and well supported within the nursery. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is a comprehensive induction procedure in place for new practitioners to ensure they are fully aware of their own and others, roles and responsibilities. Consequently, the quality of teaching is consistently good and maintained across the nursery.

The manager has a good knowledge of the Early Years Foundation Stage and her responsibilities in meeting both the welfare requirements and the learning and development requirements. There are effective systems in place for monitoring the quality of teaching and learning across the nursery. The manager takes responsibility for monitoring and reviewing the children's learning journeys. She ensures they are up-to-date and that observations and assessments of the children are accurate and reflect their age and stage of development. Practitioners' training needs are identified through a variety of methods, such as the managers undertaking of peer observations. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs and continuously develop their professional practice. Practitioners carry out peer observations of each other and reflect on the activities which have been carried out. Therefore, they are sharing good practice and utilising the skills and expertise of their colleagues effectively. The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision and is regularly setting targets for improvement and striving to achieve these to ensure that the nursery is continuously improving.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and

development and the care which they provide. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The nursery operates an open door policy where parents are clearly invited and welcomed into the nursery on a daily basis. Parents speak highly of this nursery and the practitioners and express that they are very happy with the care and learning which their children are receiving. The nursery has developed strong partnership working arrangements with the local children's centre. As a result, they are able to support and meet the needs of children and their families. There are effective partnership working arrangements between this nursery and the local primary schools in preparation for children making the move between settings. These are well-established and contribute to meeting the children's needs and preparing them for the next stage of learning.

## 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

<b>Unique reference number</b>	EY475033
<b>Local authority</b>	Stockport
<b>Inspection number</b>	967850
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Little Green Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0161 230 7733

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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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