

Greenacres Early Years' Centre

Greenacres Primary School, Witherston Way, LONDON, SE9 3JN

Inspection date

Previous inspection date

29/10/2014

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

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

- Staff promote children's readiness for school extremely well by encouraging children to be independent and make their own choices.
- Staff provide well-balanced nutritious meals, which encourages children to learn about healthy lifestyles.
- The staff and management monitor planning and assessment carefully, which results in staff effectively catering for children's individual learning and development needs.
- Partnership with parents is strong as the staff work with parents to meet children's individual needs well.
- The staff and management are currently reflecting and improving their practice by continuous professional development and regular self-evaluation.

It is not yet outstanding because

- The outdoor environment is under development and does not fully cover all the seven areas of learning in order to enhance children's learning experiences.
- Mealtimes are not always as organised and structured as they could be.

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 spoke to children and staff.
- The inspector made a number of observations of activities, including undertaking a joint observation with the manager.
- The inspector sampled some of the settings documentation.
- The inspector held discussions with parents and took account of their views

Inspector

Sharon Palmer

Full report

Information about the setting

Greenacres Early Years' Centre, is run by Greenacres Primary School. It opened in 2006 and operates from a purpose built premises attached to the school and the children's centre. It is situated on a large housing estate in the London Borough of Greenwich. The daycare is open each week day for 48 weeks of the year, from 8am until 6pm, closing over the Christmas period and two weeks over the summer holidays. The daycare is in receipt of funding for the provision of free early education for two, three and four-year-olds. The daycare has 68 children on roll. The daycare is registered on the early years register. Some of the children it supports have special educational needs or English as an additional language. The nursery employs sixteen members of staff; of these, one has a level 4 in Early Years qualification, twelve staff have relevant level 3 qualifications, two staff have a level 2 in early years and one staff member is unqualified.

What the setting needs to do to improve further

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

- enhance children's development by providing more resources that cover the seven areas of learning in the outdoor area
- review the organisation of meal times so that all children are fully engaged and involved.

Inspection judgements

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

Staff give children a warm welcome when they arrive and this helps them to leave their parents confidently and to settle quickly into the daily routines. Staff engage well with children to support them in their learning so they make good progress. For example, staff get involved in children's role play as the young children enjoy washing the plates with cloths and washing up water. Children show good concentration during activities because the staff make them interesting and enjoyable. Staff provide well-resourced activities that support all areas of learning. They extend these activities by providing additional equipment depending on the needs of the children at the time. For example, the older children built hotels and castles using wooden bricks. The children decided to rescue a person from the top of a building. The staff encouraged the children to think about the different characters that they could add to a rescue mission. This promotes children's imagination, language and communication effectively.

Staff's assessment records show that children are making good progress overall from their

starting points for learning and development. Staff closely match planning to children's interests and place great emphasis on meeting children's individual needs by providing appropriate activities to support their learning. Staff complete regular observations and termly assessments to track children's progress from their starting points. They complete the progress checks for two-year-olds alongside parents to ensure that they are thoroughly involved with their child's learning.

Children enjoy experimenting with technology such as the computers. Throughout the day staff provide many opportunities to support children's mathematical development by talking about sizes, colours and counting objects. This supports the good progress that children make. Staff provide a broad range of activities that are well resourced and support children's learning well. Outside children learn to develop their physical skills by exploring the outdoor equipment. Children climb up the slide. They learn to use small apparatus such as cars. However, the outdoor environments do not fully cover all the seven areas of learning, which does not enhance children's learning and development at all times.

The quality of teaching is good overall, and the daycare has a well-trained and qualified team of staff. Staff continually seek to improve their professional expertise through further professional development and training. Staff place strong emphasis on the development of children's language skills, and regularly talk with them during play. For example, during the sand activity staff converse with the children about the different types of utensils they are using and which container holds the most sand. They allow children time to talk and ask open-ended questions which give children the opportunity to think and respond with more detail. The teachers from the attached school support the staff with language and communication training, which promotes children's language and communication well. The staff place great emphasis on the importance of reading with children. They organise workshops to support parents regarding the importance of reading as a tool to enhance children's learning and development.

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

From the onset, staff place a very strong emphasis on the needs of each individual child; they help them to settle in quickly to the life of the day care and to become familiar with routines. Staff provide home visits, which helps the children to familiarise themselves with their key person prior to starting day care. As a result, children enjoy strong relationships with their key person as well as other staff. This helps to promote their well-being and self-confidence and encourages children to make their own decisions. For example, children select their own toys from well-labelled and low-level storage units. Staff are good role models and regularly praise children's achievements. This helps to promote good behaviour as children learn to work co-operatively and take turns. For example, the children help each other to build a wooden tower.

On arrival for the start of sessions, children are actively encouraged to be independent learners. Children hang their coats on their own pegs and they access their own water from water stations. During lunch time children serve their own food and scrape their own

plates when they have finished; this supports the development of children's personal, social and emotional skills. Children follow clear guidance on personal hygiene, and show an understanding of when they need to wash their hands. Children sit together round child-sized tables to eat and chat to other children and staff. This helps with their social development. Although, sometimes during mealtimes the routine is not always well organised and some children can become disengaged whilst waiting for their lunch. Management place a strong emphasis on encouraging children to develop healthy lifestyles as they provide homemade nutritious and well-balanced menus. Staff talk to the children about the value of eating healthy foods like fruit and vegetables and ensure children participate regularly in physical activity to support their physical development, both inside and outside by providing free flow access to the outdoors. Children feel safe because staff deploy themselves well and maintain a safe and secure environment.

Staff plan regular outings to the attached school. For example, children attend assemblies or Easter events. Staff have worked collaboratively with the nursery teachers to create a mirrored classroom environment for the older children. They exchange regular information regarding the children that attend before and after school. These opportunities help to offer a smoother transition when children attend school. Staff consult with other professionals, including those of the local children's centre to identify children's individual needs, such as the speech and language team and health visitors. Key persons work vigilantly to achieve a combined approach to support children who may need additional help and support.

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

The management team believe in a well-trained workforce and consistently encourage staff to undertake further training to update and to improve their knowledge and skills. The management use the appraisal system to identify any weaknesses and recommend any further training where required supporting staff's professional development. The nursery manager provides strong leadership and management in order to ensure children are well cared for and make good progress in their learning and development

Staff have a good understanding of the Early Years Foundation Stage and use it well to provide a variety of interesting topics and activities to support children's development across all areas of learning. They effectively use initial information provided by parents to plan activities that match the children's individual interests and needs. Staff use regular assessments to monitor the progress each individual child makes in order to identify their next steps in learning. The manager shares this responsibility and ensures the needs of all children are consistent by tracking children's progress. This also helps to identify staff that may need extra support in their role, such as more training to continue to raise standards and quality to achieve good outcomes for children.

The daycare staff focus on the importance of safeguarding children. This ensures that staff are vigilant and are aware of the signs to look for should there be a concern about the safety or welfare of a child. The building is safe and secure and a receptionist

monitors visitors ensuring that uninvited visitors cannot gain access to the building, meaning children remain safe. All staff have up to date training in the administration of first aid. Since the last inspection staff record accidents and report them to parents, as well as ensuring that all confidential information is securely stored. The manager also regularly reviews accidents to safeguard children. Staff maintain a safe environment because they complete daily risk assessments. Secure recruitment procedures are in place and staff undergo careful vetting procedures and a thorough induction prior to beginning work. Staff keep daily attendance records, and the children regularly practise fire drills. This maintains the safety of the children and staff at all times.

The management use self-evaluation practice effectively and they have identified the areas of good practice, as well as areas for improvement. Partnership with parents is strong because staff provide good information to parents about the progress their children are making. Staff welcome and act upon parents' views by gaining feedback through regular questionnaires and this helps them to extend and improve the service that they provide to the families that attend. Parents are also aware of who to contact if they have a complaint as this is clearly displayed in the reception area.

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	EY320900
Local authority	Greenwich
Inspection number	984942
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	68
Name of provider	Greenacres Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	020 8857 4965

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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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