

# Green Wellie Day Nursery Ltd

16 The Green, Barrow, Bury St. Edmunds, Suffolk, IP29 5DT

<b>Inspection date</b>	12/11/2014
Previous inspection date	31/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff provide children with an exceptional educational programme that is worthy of dissemination to other early years providers. Staff have a superb understanding of how children learn and this means their teaching strategies are excellent. Children are effectively supported in their learning and development and make excellent progress.
- Staff have an extremely comprehensive knowledge and understanding of safeguarding issues to effectively promote children's welfare. This means children remain safe and healthy as they are exceptionally well protected both indoors and outdoors.
- Children flourish as they play in exceptionally vibrant and inspiring playrooms. They also benefit from a stimulating and exciting learning environment outdoors. An abundance of quality resources capture children's interest and effectively support them in their progress.
- Children form close attachments with the staff. Effective, personalised settling-in sessions are tailored to meet each child's individual needs. This means children's emotional well-being is supported exceptionally well. They are prepared for their next stage of learning because they display high levels of confidence and engage actively and eagerly in their surroundings.
- Staff have established unquestionably professional relationships with parents and other early years settings caring for children. This means all children are superbly supported when moving from one room to another within the nursery and when they leave to attend school.
- The staff practice is outstanding. Every aspect of the provision is superbly monitored, which enables them to exceed the requirements of the Early Years Foundation Stage.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in all playrooms and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with the children and staff.
- The inspector looked at a sample of children's development records, planning documentation and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff's suitability and qualifications.
- The inspector conducted a joint observation of children's activities with the manager.

## **Inspector**

Lynn A Hartigan

## Full report

### Information about the setting

The Green Wellie Day Nursery was registered in 1994 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated within a converted building in Barrow, Suffolk, and is managed by the owner. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and level 7, including one member with Early Years Professional Status. The nursery opens Monday to Friday during school term, 51 weeks a year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 75 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery receive 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:

- inspire children's further understanding of caring for their natural environment by extending the opportunities to learn about recycling and composting waste foods and packaging.

### Inspection judgements

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

Children are provided with an inspiring and exciting educational programme both indoors and outdoors. Children flourish and make considerable progress in their development because the dynamic team have a superb understanding of the learning and development requirements of the Early Years Foundation Stage. Children benefit from their expert knowledge as they are effectively supported to make rapid progress. Every member of staff is passionate about their work and they have very high expectations for all the children in their care. A good balance of adult-led and child-initiated learning opportunities consistently offer sufficient challenges. Babies are welcomed into a very homely, cosy but stimulating playroom. They are provided with a superb variety of sensory play experiences. For example, they explore and discover using their bodies to paint. They giggle as they sit and squish paint using their hands. Babies show delight when using a wealth of quality natural play resources and treasure baskets. They are given high levels of support and have ample space to crawl and move freely. Furniture is designed for babies and toddlers in mind. Even the very youngest children are able to self-select quality resources as these are organised at their level to enable them to initiate their own play. All children show curiosity. They are busy and keen to learn. Children communicate well.

They are proficient talkers and ask lots of questions. Language development is supported extremely well. Children also have the opportunity to learn Spanish as they participate in weekly group sessions. Accurate planning and development records shows that all children, including those children with special educational needs and/or disabilities, make significant progress in relation to their starting points.

Children play in a nursery that is rich in text and includes languages from around the world, and pictures of the signs from a sign-language programme. Children understand that text has meaning and follow simple prompts displayed to help them. Some children are making very good attempts at reading. Staff are skilful in how they speak with children and pose questions. They enhance children's language skills at every opportunity through their everyday communication with them. This is successfully achieved in a variety of ways. For example, children explore language when participating in interactive stories. The organisation of an independent language support teacher who regularly visits, means that children who require additional help are fully supported to make good progress, therefore, all children are excellent communicators. An abundance of quality writing materials are readily available to all children both indoors and outdoors. Children confidently write their names on their art work. They sound out words and some children make very good attempts at writing simple sentences. Staff are fully committed to ensure parents are involved in their children's development. They accurately record precise assessments with parents when children first attend, this means that children are fully supported from the start. This information includes how children prefer to play and learn. The staff use this information to plan for children's individual preferences and needs. For example, children have considerable opportunities to learn in an exciting outdoor environment. They relish their time working together making mini ponds and tunnels at the gravel pit they have developed. A vast selection of toys and resources are available outdoors and children use these well to extend their play and learning. The mud kitchens are popular and children's interest in diggers is supported as they play in their own building site. Hard hats, role-play costumes and tools are easily accessible, and children choose toys from a vast selection outdoors. Children have immense fun in the rain attempting to make dens. They laugh when the wind blows their sheets and confidently ask staff for help.

Highly successful strategies are in place to encourage parents to share their child's progress at home and they are encouraged to consistently contribute to the children's progress records. Observations and assessments, which includes the required progress check for children between the age of two and three years are accurately recorded. Parents have access to quality resources, such as the nursery library so that they can share favourite stories and continue learning at home. The manager monitors the staff's accurate observations of children's development. This means that children receive timely interventions and consistent support. As a result, they are confident eager learners. Children cooperate together and take turns, they listen and follow instructions and help one another to tidy away toys at the end of the morning. Children are effectively developing the skills they need for their future learning and eventual move to school.

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

Staff are highly skilled and sensitive to both the children's and parents' needs. Therefore, they are very successful in helping children settle into nursery and children form very secure emotional attachments with their key person. Superb information is provided for parents regarding the importance and the role of the key person. They work very closely with the child and their family to develop a collaborative approach to supporting children's individual needs. Parents and carers are warmly welcomed into the nursery and have opportunities to stay and play, as required, to ensure their children are secure and happy when they leave. Photographs of family members are made into books for babies and they delight in looking at these for reassurance. Young children show high levels of confidence and independence. They are confident around visitors to the nursery and enthusiastically explore and participate in the exciting, wide-ranging activities provided. Children's emotional well-being is superbly supported and children show self-assurance. For example, they eagerly participate in group signing and movement sessions. This also positively helps them when preparing for their next stage in learning at school.

The manager and her team give children's safety the highest priority and is central to everything that happens. The highly stimulating environment is breathtakingly welcoming for children. Resources and equipment are of highest quality and offer superb challenges and promotes children's learning. The playrooms and gardens are well planned and are highly stimulating for children. Posters, children's writing and visual prompts are all displayed at child height and lower in the baby room to ensure even crawling babies can see. Staff celebrate children's achievements and as they ensure children's beautiful artwork is displayed. This creates a real sense of belonging and a sense of self-worth. Staff interact extremely well with children and are excellent role models. They speak calmly and at children's level and give lots of eye contact. Simple, but clear boundaries are consistently reinforced and children's behaviour is extremely good. Children know to listen when staff teach them how to stay safe and young children are taught to think about, and manage, risk. For example, they have immense fun using metal shovels to dig and know how to use these safely. This is because staff reinforce the importance and encourage children to think about the consequences if they do not. Children show enthusiasm, are busy, and are keen to have a go and learn in this stimulating and challenging environment. Staff ensure children are emotionally secure and extremely well prepared for when they move on to school. Children moving from one room to another as they grow are superbly supported. They visit their new room with their key person who helps them settle and shares relevant information. Parents are fully informed and encouraged to participate to ensure children are happy with the move.

Children delight in regular outdoor activities and receive fresh air and exercise daily. Staff teach children about the importance of a healthy lifestyle through the promotion of a nutritious and balanced diet. The staff provide books and posters to educate children about what are healthy foods and how to take care of their bodies. Arranged cooking activities also provide children with opportunities to discuss and understand the importance of healthy meals. Children bring their own meals and lunch boxes. A wealth of information is available to parents to encourage healthy choices. Children grow vegetables and excitedly try these at snack time. Children take turns each day to be the helping hands and are encouraged to help prepare snack. Careful consideration is given to ensure children's dietary needs are respected. Children are given plenty of time to finish their meals and babies are supported well but are also encouraged to make early attempts at

feeding themselves. There is, however, scope to further inspire children in learning how to care for the environment through recycling and composting waste foods and packaging.

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

The manager and her team of staff are very knowledgeable with regard to their individual responsibility to protect children from harm. This is because they have a thorough understanding of their responsibilities to ensure the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff members are appropriately trained in safeguarding and have a comprehensive understanding of how to implement the stringent policies in place to keep children safe. Rigorous systems are in place to ensure all visitors to the nursery are checked and monitored so that children feel comfortable with their presence. Staff are meticulous in their risk assessments that are completed for all activities to minimise risk to children. These include diligent records for administration of medication. This means children's safety is assured. Children benefit from being cared for by staff that are exceptionally professional, qualified and experienced. A comprehensive recruitment procedure is in place to ensure the best person for the role is appointed. Staff complete a stringent induction and vetting checks to ensure they are suitable to work with children.

Staff have high aspirations for children in their care. They successfully deliver a challenging and exciting educational programme to ensure that all children make excellent progress in relation to their starting points. This is because they have an exemplary knowledge of how children learn. The manager is forward thinking and strives for excellence. Since the last inspection, the manager has implemented a process to monitor children's progress. This process is stringent and any gaps in learning are quickly highlighted and addressed. Children make rapid progress as a result of careful and precise planning that is tailored to meet each child's individual needs, including those with special educational needs and/or disabilities.

The management and leadership is very strong. A focused programme for professional development inspires staff to strive for excellence and, therefore, provide a quality provision for children. This is achieved successfully through mentoring, performance reviews and peer-on-peer observations. The manager values staff contribution and acknowledges staff performance, as a result, staff morale is high. All staff show a genuine commitment and enthusiasm to their work. Exceptionally strong and highly effective partnerships have been established with parents. Self-evaluation is robust and parents and children are positively encouraged to contribute ideas to the further improvements of the nursery. Parents speak highly of the staff, commenting on their professionalism and approachability. They comment on how well their children are achieving as a result of attending nursery and, in particular, how well they are developing their language skills. Parents comment that they leave their children reassured they are safe and having immense fun in this rich learning environment. Highly effective links have been established with other early years settings children attend and the local primary schools. Staff visit these settings and observe children in a different environment. Teachers are warmly welcomed into the nursery. Written comments from teachers detail a clear distinction with

children from nursery when they start school, suggesting they are ready to listen and learn. All children flourish and make rapid progress towards the early learning goals in this exceptionally well-organised, stimulating and homely environment.

### **The Childcare Register**

The requirements for the compulsory 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. 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>	251758
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866579
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	75
<b>Name of provider</b>	The Green Wellie Educational Day Nursery Ltd
<b>Date of previous inspection</b>	31/03/2011
<b>Telephone number</b>	01284 810239

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

