

Greenfields House

The Metropole, The Leas, Folkestone, CT20 2LS



Inspection date

26 March 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Planning and assessment are not always sufficiently robust to ensure activities provide sufficient challenge for all children.
- Opportunities for outdoor learning in the local area are not utilised fully to enrich children's learning.
- Leaders do not always monitor the delivery of the educational programmes closely enough to ensure that identified areas for development are effectively targeted and improvements made.
- Staff do not liaise with other early years providers that some of the children attend. As a result, there is no consistency of approach between providers to support children's individual learning.

It has the following strengths

- Children form strong, positive attachments with their key person. As a result, children's emotional needs are well met. Children are very settled and confident.
- Staff have a secure understanding of their safeguarding responsibilities and the correct procedures to follow if they have a concern about a child. As a result, children's well-being is promoted effectively.
- Parents are very complimentary about the nursery, the quality of information provided, frequency of communications with staff and the care provided for their children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the procedures for planning and assessment, including liaison with other early years providers, to ensure all children are challenged consistently and make good or better progress in their learning
- improve the planning and use of local outdoor facilities to enrich all children's learning experiences on a daily basis.

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

- monitor the delivery of the educational programmes to ensure that identified areas for development are effectively targeted and improvements made, in order to check that all children make good or better progress in their learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out two joint observations with the nursery manager.
- The inspector had a meeting with the provider and discussed the arrangements in place for staff development and the monitoring of the educational programmes.
- The inspector looked at relevant documentation, such as planning and assessment records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke to members of staff and children at appropriate times during the inspection.

Inspector

Nikki Whinton

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff plan a varied range of activities to promote children's learning and development across the seven areas of learning. Staff do not fully utilise outside learning opportunities in order that all children, particularly those who prefer to learn outdoors, are always fully engaged and well motivated. Although staff know the children well and respond positively to their differing interests, not all staff use observations and assessment well enough to plan sufficiently challenging activities to promote the next steps in children's learning. Where children attend other early years provisions, key persons do not liaise, in order to maximise learning opportunities. Children are learning to speak with confidence and are supported well in the acquisition of communication and language skills. Through daily routines such as the cafeteria style snack time and circle time, children are learning to share their news and experiences. For example, children excitedly explained to their peers the range of insects they had identified during a morning's bug hunt. Parents meet regularly with staff. They are encouraged to share what they know about their child's starting points and to contribute their own observations of their child's progress. This helps to support staff in meeting children's needs, including those with special educational needs and/or disabilities.

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

Staff offer an environment that is warm and welcoming. Children settle quickly and have a clear understanding of the setting's daily routines. They successfully develop their independence and self-care skills through daily practices such as self-registering on arrival, self-selecting resources, pouring their own drinks and washing their hands prior to snack time. As a result, children are emotionally well prepared for transitions, including into school. Staff act as good role models and speak to children with kindness and respect. They teach children about healthy eating and how to keep themselves safe, such as when crossing roads. Children are learning good social skills. Generally they behave very well, are able to take turns and share resources successfully. Some children become a little boisterous if they have to wait for extended periods before going outdoors.

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

The well qualified management team has a secure understanding of their safeguarding responsibilities. As a result, children are effectively safeguarded. They implement a good range of policies and procedures to promote children's safety and well-being. There are embedded systems to regularly review and manage staff performance. This supports the development of their knowledge and professional skills and promotes improvement across the nursery. The management team aspires to improve. They have evaluated the setting's practice, although parents and children's views have not been sought. There is a clear understanding of the setting's strengths and main areas for improvement. Monitoring of the educational programme is not always sufficiently robust to ensure planned activities offer sufficient challenge.

Setting details

Unique reference number	EY478180
Local authority	Kent
Inspection number	1008405
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	40
Number of children on roll	0
Name of provider	Lynsey Richards
Date of previous inspection	Not applicable
Telephone number	07717536910

Greenfields House registered in 2014. The nursery is situated in Folkestone. The children have access to three indoor play areas and an outdoor play area within the local community.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is open Monday to Friday, from 8 am to 6 pm, throughout the year. There are currently 31 children on roll, all of whom are in the early years age group. Children can attend for a variety of sessions. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Staff welcome children with special educational needs and /or disabilities as well as those who speak English as an additional language.

The nursery employs six members of staff, all of whom hold appropriate early years qualifications.

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