

The Greenfield Children's Centre

Hurst Drive, Waltham Cross, Hertfordshire, EN8 8DH



Inspection date

Previous inspection date

1 April 2015

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children learn through play and participating in age-appropriate activities that promote their next steps in learning. Staff effectively plan daily educational routines, such as music and story sessions, and group discussions to support children in developing their skills to start nursery.
- Staff understand children's different learning styles, which enables them to link the planning for indoor and outdoor activities. Children freely access both environments and extend their skills and play across all areas of learning. As a result, they are eager explorers and learners.
- Staff are welcoming and organise home visits and settling sessions to comfort children during their early days. As a result, they settle quickly and form strong bonds with staff and peers.
- Staff participate in child protection training and know the steps to take to protect children. Practice is well documented and children's welfare is effectively monitored.

It is not yet outstanding because:

- Procedures to identify children's starting points of learning are lengthy and do not fully engage parents. As a result, children's learning is not maximised in their early days at pre-school.
- Not all staff model best hygiene routines or remind children to wash their hands regularly, such as after nose wiping routines. Therefore, children do not thoroughly learn about good hygiene practices.

What the setting needs to do to improve further

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

- strengthen the procedure to identify children's starting points of learning to ensure this includes further participation of parents so children's learning is maximised from their early days at pre-school
- review washing hands procedures, especially after nose wiping routines, so good health is promoted consistently and children learn to effectively manage their hygiene needs.

Inspection activities

- The inspector observed activities, talked to staff and interacted with children during the inspection.
- The inspector conducted a joint observation with the pre-school qualified teacher.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability checks and safeguarding procedures.
- The inspector looked at children's assessment and planning records.
- The inspector had a tour of both indoor and outdoor play areas.
- The inspector sought parents' views through discussions on the day of the inspection and through written feedback.

Inspector

Karinna Hemerling

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff promptly start their observations of children's skills. However, children's starting points of learning are only identified after several sessions. Furthermore, staff do not fully involve parents in sharing more precise information about children's actual skills on entry. Therefore, their initial learning is not maximised. Staff regularly assess children's development and closely monitor their progress. They skilfully complete the progress check for children aged between two and three years and share this report with parents. Staff also share children's learning journals with parents. This promotes their learning between the pre-school and home. For example, staff engage parents in teaching children rhymes and collecting leaves for activities at pre-school. Excellent links with outside professionals especially benefit those with special educational needs and/or disabilities, who receive continuous support. Children who speak English as an additional language effectively learn English and use their home language at pre-school. Teaching is good and children develop their skills well.

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

Staff promote healthy living by keeping children active and providing them with nutritious snacks. Children have excellent outdoor experiences. For example, they play ball games, build with large blocks and explore playground equipment. Most of the time, children's independence is promoted well. For example, they learn toileting skills and feed themselves at snack time. However, not all staff promote healthy hygiene practices. For example, hand washing procedures are not consistent, especially following nose wiping routines. Staff support children's social development and organise small and large group activities so they learn to cooperatively play. Children's behaviour is discussed with parents and children are supported with age-appropriate boundaries. Staff teach children to persist and manage risks. For example, they build an obstacle course and evaluate the best ways to complete the task safely. Staff praise children to boost their confidence and self-esteem. Therefore, children are happy and resilient.

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

Staff understand and effectively implement the safeguarding and welfare requirements. They share policies and procedures with parents and inform them about all aspects of practice. Managers promote safe recruitment and undertake ongoing checks to ensure staff's suitability. Staff participate in supervision meetings and continuously enhance their teaching practice through training. They conduct risk assessments and checks of play areas to minimise risks and hazards for children. Staff seek parents' views, track children's progress and reflect on practice as a team. They demonstrate a good capacity for continuous improvement. The Early Years Foundation Stage is at the heart of practice and children benefit from a secure team of professionals that meets their diverse needs well.

Setting details

Unique reference number	EY244219
Local authority	Hertfordshire
Inspection number	855868
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	28
Number of children on roll	60
Name of provider	Greenfield Nursery School Governing Body
Date of previous inspection	Not applicable
Telephone number	01992 760779

The Greenfield Children's Centre was registered in 2002. This registration is for the pre-school that operates as part of the children's centre. The pre-school employs 13 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 and 3, including two with Qualified Teacher Status. It opens from Monday to Friday, term time only. Sessions are from 9am until 12pm and 12.30pm until 3.30pm. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-year-old children.

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