

Greenlands Nursery Unit

Greenlands CP School, Dawnay Road, Ribbleson, Preston, PR2 6BB



Inspection date

4 June 2015

Previous inspection date

27 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Good	2
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:

- Practitioners' assessments of children are not accurate. Also, tracking systems do not reflect the current developmental levels of the children. Activities planned do not, therefore, challenge children and extend their learning.
- The current system for managing staff's performance does not highlight gaps in their knowledge accurately. Therefore, staff are not supported to extend their own knowledge and understanding.
- Information shared with other childcare providers that children attend does not focus on their learning and development.

It has the following strengths

- Practitioners value the contribution that parents make to their children's learning. They encourage parents into the nursery regularly to join in with activities.
- Children are encouraged to make healthy choices. Snacks provided are nutritious and children engage in regular physical activity sessions.
- Practitioners have high expectations in regards to children's behaviour. The procedure to manage challenging behaviour is effective and consistent.
- Managers use self-evaluation well as a tool continually to develop the provision. The views of parents, children and the staff team are taken into account.
- Practitioners enable children to be independent within the environment. Children carry out everyday tasks, such as pouring drinks and getting dressed, knowing that staff are there to support them.

What the setting needs to do to improve further

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

- improve the current system to assess children's progress ensuring that it accurately reflects the stage of learning for each child; use this knowledge to plan meaningful and challenging next steps for all children.

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

- strengthen the methods used to promote staff's development and increase staff's knowledge, for example, provide opportunities for them to observe and share best practice to assist them in setting targets for improvement.
- extend the information regarding children's learning and development that is shared with other providers when children attend more than one childcare provider.

Inspection activities

- The inspector observed the quality of teaching and learning both indoors and outside.
- The inspector spoke to members of staff and children at appropriate times throughout the day and carried out a meeting with the management team.
- The inspector spoke to parents and took their views into account.
- The inspector looked at documentation, including children's records, planning and assessment, staff suitability and a selection of policies and procedures, for example, safeguarding and the complaints procedure.
- The inspector carried out a joint observation with the manager.

Inspector

Estelle Noblett

Inspection findings

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

Children have access to a wide range of resources that reflect their current interests. They have recently been interested in princesses and superheroes and staff have provided a range of equipment associated with this. Practitioners make routine observations of all children. However, they do not accurately use this information to assess the current stages of learning for children. Therefore, the next steps planned for children lack challenge. The outdoor environment is given a high priority and the practitioners use this to provide activities across the areas of learning. Children confidently make large movements while painting with water on the walls outside and experiment with large construction. Problem-solving skills are encouraged through the use of resources that can be used in a variety of ways, such as pipes and guttering. For example, children work out how to use bricks to tilt their guttering and enable them to race cars. They worked together for an extended period of time to achieve this. Staff share information with other settings that children attend, but this does not give sufficient priority to their learning and development to ensure a consistent approach between settings.

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

Children know that they have to exercise to keep healthy. During physical activity sessions they comment about their heart beating very fast. They know when to have a rest and a drink to cool down. When children leave to go to school, they are already familiar with their new environment and the methods used to ensure they are prepared are effective. Children visit their new classroom and teacher regularly. The practitioners show them pictures of areas in the school. The key-person system is well developed and staff have strong relationships with the children, who regularly seek out certain members of staff for support or reassurance. Children move around the environment freely making choices about the areas that they would like to play in. Snack time is used as a social occasion where staff and children sit around the table together. During these times, practitioners encourage interactions and discussions between themselves and the children.

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

Management and leaders have a clear vision for the setting. Plans to develop the outdoor area have proved effective and are still ongoing. All staff have a good knowledge of safeguarding procedures and managers ensure this is tested and updated regularly. The practitioners are all first-aid trained. Staff monitoring does not accurately identify training needs as managers do not target gaps in their knowledge. Therefore, not all practitioners have a thorough understanding of how to assess children. The management team has developed links with other professionals. This ensures that any additional support a child or their parents may need can be arranged quickly. Recruitment procedures are rigorous and induction for new staff and students focuses on the main policies and procedures of the setting.

Setting details

Unique reference number	309745
Local authority	Lancashire
Inspection number	867892
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	16
Number of children on roll	26
Name of provider	Greenlands Nursery Unit Committee
Date of previous inspection	27 September 2011
Telephone number	07720 440 449

Greenlands Nursery Unit was registered in 1998. The nursery employs four members of childcare staff. Of these, all of them hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. The nursery provides funded early education for three- and four-year-old children.

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