

Greenway Kindergarten Limited



Ashton Playing Fields, 598 Chigwell Road, WOODFORD GREEN, Essex, IG8 8AA

Inspection date	30 June 2015
Previous inspection date	9 January 2012

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		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		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:

- Although managers suitably address any concerns or complaints made by parents, they do not have a clear understanding that they must keep written records of complaints, including any action taken.
- At times, staff miss opportunities to extend children's early reading skills fully by encouraging them to recognise letters and their sounds.
- Occasionally, staff do not give children time to think and answer questions before giving further prompts to extend their learning opportunities.

It has the following strengths

- Staff provide a stimulating and well-resourced environment that supports children's all-round development. Therefore, children behave well and develop independence.
- Staff monitor children's learning effectively and plan a broad range of activities based on children's interests. Therefore, children make effective progress in all areas of learning.
- Staff know children well and form positive relationships with them. This promotes children's emotional well-being and development.
- Effective partnerships with parents and other professionals enable staff to meet children's needs well. Parents comment that their children enjoy their time at nursery.
- Staff receive suitable levels of support, including regular supervisions and appraisals, to monitor and improve their practice.

What the setting needs to do to improve further

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

- ensure written records for all complaints made by parents, including their outcome, are maintained as required.

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

- strengthen children's understanding of letters and their sounds to extend their early literacy skills and prepare them for school
- allow children sufficient time to develop their thinking and problem-solving skills to support their mathematical and language development further.

Inspection activities

- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector observed children's activities, indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, including records of children's learning, safeguarding policies and logs, confirmation of staff checks and staff development files.
- The inspector talked to staff and children at appropriate times during the inspection.

Inspector

Lisa Cain

Inspection findings

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

Staff effectively promote children's learning and development. For example, they extend children's early reading skills during daily routines by encouraging them to find their names during registration. However, staff miss opportunities to strengthen children's understanding of letters and their sounds further during this time. Children are enthusiastic and keen to explore and investigate. For example, during a floating and sinking activity, children search the room with excitement, keen to find different objects that might sink or float. This effectively develops their problem-solving skills. Staff interact well with children, although at times they not always give children sufficient time to process their thoughts and respond to questions to extend their language skills further. Overall, staff provide children with challenging learning experiences. Children listen attentively and follow instructions well. Therefore, they gain the necessary skills for their future learning.

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

Staff implement an effective key-person system to ensure that children form secure attachments and develop positive relationships. Children are confident and develop a strong sense of belonging. They receive regular praise from staff, which boosts their self-esteem. Children learn to be independent during snack times and benefit from nutritional foods, such as a variety of fruits and healthy cereals. Staff encourage children to participate in daily physical activities to effectively promote their health and well-being. For example, children enjoy running, exploring with water and sand, and playing in the mud kitchen. Staff ensure children are kept safe, well protected and drink plenty of water during warmer weather.

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

All staff have undergone suitability checks prior to their employment and are knowledgeable about procedures to follow in order to safeguard children. The manager suitably addresses any concerns or complaints that may arise from parents to promote children's safety and well-being. However, she does not consistently keep written records of all complaints, including their outcome. Despite this, the manager implements a suitable process to review the quality of the provision and works with parents to identify areas for improvement. She monitors children's progress overall and supports staff to identify any gaps in children's learning. Staff attend regular training to update their knowledge, including on how to effectively introduce sign language to support children with communication needs and improve their learning outcomes.

Setting details

Unique reference number	EY430468
Local authority	Redbridge
Inspection number	823609
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	115
Number of children on roll	74
Name of provider	Greenway Kindergarten Ltd
Date of previous inspection	9 January 2012
Telephone number	0208 505 6987

Greenway Kindergarten registered in 2010. It operates from two buildings within Ashton Playing Fields, Woodford Bridge, in the London Borough of Redbridge. It is open each weekday from 9.15am to 12.45pm and additionally from 12.45pm to 2.15pm for lunchtime club, for 38 weeks of the year. The provider is in receipt of funding for free early education for children aged two and three years. The provider employs 27 members of staff, 19 of whom hold appropriate early years qualifications to at least level 2. There are also additional teachers for music, French and ballet sessions.

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.

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