

Greenacres Day Nursery

Puxley, Potterspury, Towcester, Northamptonshire, NN12 7QS



Inspection date

28 July 2015

Previous inspection date

25 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is effective and children are active and confident learners. Staff know how to support children through regular conversations and build on what they know and can do.
- Staff routinely observe and assess children's play and learning. This helps them to plan for children's next steps and to effectively support their individual learning. As a result, all children, including those whose home language is not English make good progress in their learning and development.
- Staff provide good levels of support for children with special educational needs and/or disabilities. They make strong progress from their starting points and gaps for those children are narrowing.
- Staff encourage children's positive behaviour and help them learn to respect and value the views of others. Children behave exceptionally well and learn to share, take turns and use good manners.
- Partnerships with parents are good. Staff actively involve parents from the earliest opportunity and parents share children's achievements from home.
- All staff demonstrate a clear knowledge, and understanding of their role and responsibilities with regards to safeguarding and protecting children. Children's well-being and safety are effectively promoted.

It is not yet outstanding because:

- Opportunities for older children to extend their interest in books and reading are not consistently embraced in all areas of play.
- Children's independence at mealtimes is not fully maximised to promote their continued development as they prepare to move on to the next stage in learning.

What the setting needs to do to improve further

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

- extend opportunities for pre-school children to access books in their routine play, to broaden their interest in reading and maximise their learning
- maximise opportunities for older children to develop their independent skills at mealtimes.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the indoor and outside learning environment.
- The inspector and the deputy manager conducted a joint observation.
- The inspector held a meeting with the manager, the deputy manager and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

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

Staff make good use of children's growing curiosity and interest in the world around them. Older children hunt for bugs outside and learn about different animals. Children continue this learning inside, as staff encourage them to draw pictures and write about the bugs they found. Children develop their knowledge of letters, sounds and mathematical concepts, through everyday routines. Staff routinely extend children's understanding of number, shape and size during play. Children take turns practising their skills on the computer. They learn about simple programs and staff teach them to use the keyboard and recognise different letters and sounds. This helps children to develop the skills they need in preparation for school. Babies enjoy exploring and playing with natural resources and interesting objects, which helps to develop their sensory skills. They develop their interests in books, as they select a favourite story from the basket and eagerly share this with staff. However, opportunities to further extend older children's interest in books are not as well planned for.

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

Settling-in arrangements are well planned. Staff gather detailed information from parents when children first start. They obtain familiar words in the child's home language. Children quickly settle as their emotional needs are well met. Children form close attachments with the staff, who sit at their level and join in with their play. Staff promote healthy lifestyles. Children benefit from daily opportunities to be physically active and they enjoy plenty of time outside. Staff help children to learn about taking acceptable risks in a safe environment, which helps children to learn about keeping safe. Staff use daily routines and conversations to educate children on the benefits of a healthy diet. Routines support hygienic practices and encourage children to learn how to stay fit and healthy. Staff help to make mealtimes a sociable occasion as they sit and chat with the children. However, opportunities for older children to further develop their independent skills at mealtimes are not consistently maximised.

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

Leaders and managers are enthusiastic and the staff team have high aspirations for the good quality and ongoing development of the nursery. Staff are extremely supportive of each other. They regularly discuss their key children's progress with each other to help them to plan effectively for their next steps. Good induction procedures mean that all staff are familiar with the nursery's policies and procedures. The quality of teaching is monitored through supervisions and a programme of training and professional development. Staff are well qualified and undertake a range of different training courses. All of which contributes towards the good progress that children are making. Successful partnerships between the nursery, local schools and other professionals are in place. Information about children is shared regularly to support their continued learning.

Setting details

Unique reference number	219970
Local authority	Northamptonshire
Inspection number	865831
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	27
Number of children on roll	40
Name of provider	Margaret Mary Hales
Date of previous inspection	25 May 2011
Telephone number	01908 569127

Greenacres Day Nursery was registered in 1990. It is open all year round from 8am to 6pm, Monday to Friday, except for bank holidays and a week at Christmas. The nursery employs eight members of staff. Of these, four hold appropriate early years qualifications at level 3. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children.

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