

# Greenfields Childcare

Greenfields Family Centre, Dalton Green Lane, Huddersfield, West Yorkshire, HD5 9TR



## Inspection date

Previous inspection date

28 October 2015

6 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Management has a strong commitment to improve. They have a clear understanding of their strengths and areas where they can enhance the quality of the provision. They make good use of action planning to ensure they set clear goals and targets so that they achieve their visions for improvement.
- Staff provide a safe, clean and stimulating environment for children to play in. They complete daily safety checks and deploy themselves well, indoors and outdoors. This means they effectively supervise children and keep them safe at all times.
- Management and staff effectively and routinely monitor individual and groups of children. They swiftly identify gaps in the curriculum or children's learning, and ensure they put plans in place to address these. As a result, they support children to make good progress, given their starting points.
- Children are happy and settled. They have good relationships with their key person and other staff. Good information is gathered from parents when children first start. This means staff know children well, which enables them to promote continuity in children's care and learning.

### It is not yet outstanding because:

- Management has not identified where there are some slight inconsistencies in practice. Not all staff are evaluating activities effectively, making sure their teaching is consistently of a very high standard and that children are continually making very good progress.
- Staff do not always fully consider how they can change activities to support the different ages and abilities of children taking part. Occasionally, not all children are involved and challenged to the highest level.

## What the setting needs to do to improve further

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

- strengthen existing performance management arrangements and ensure that all staff are supported to achieve consistently high levels of quality in teaching and practice
- take more account of children's ages and abilities when delivering group activities, and support all children to be fully challenged and involved.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and nominated person. She held discussions with staff and looked at relevant documentation, such as self-evaluation, action planning and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Helen Blackburn

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff implement effective procedures when reporting or dealing with concerns about staff or children. They promote and safeguard children's welfare well. Previously identified areas for improvement have been successfully addressed. Staff now record accurate information about children's learning in their assessments. They swiftly seek intervention and work closely with external agencies and other settings involved in children's learning. Recruitment and vetting procedures are rigorous to check that staff are suitable for their role. Management completes supervisions to monitor the ongoing suitability of staff. This includes testing their understanding of policies and procedures. Management makes good use of staff meetings and parents' and children's responses to questionnaires to gather views about the quality of the provision. Parents' comments about the service are positive.

### Quality of teaching, learning and assessment is good

Children have good opportunities to make safe and independent choices in their play. They access a wide range of activities and resources that supports all aspects of their learning. Children approach their play with enthusiasm. Staff are actively involved in children's play and interact with them well. When playing with the bricks, staff encourage children to count and talk about the different shapes. Children are confident to start conversations and ask questions. Staff regularly observe children so that they know where they need support. They make good use of children's interests to enhance their learning. They introduce a garage area to build on the boys' interest in bikes, to encourage them to access role-play and literacy activities.

### Personal development, behaviour and welfare are good

Staff manage children's behaviour well. They provide clear explanations when dealing with minor disagreements and use praise to promote good behaviour. Children learn about right and wrong and they have high self-esteem and confidence. Key persons use settling-in visits to get to know new children. They work closely with school and nursery to help children settle into new environments. Children have a good awareness of the importance of leading a healthy lifestyle. They thoroughly enjoy playing outdoors and have great fun splashing in the puddles. Children learn about making healthy choices. Staff offer healthy options on the menu and teach children good hygiene routines. Children are involved in risk assessing activities. For example, they discuss how to use equipment safely when playing in the mud kitchen or garden area.

### Outcomes for children are good

Children are making good progress in their learning. Children are creative and imaginative learners. During role-play activities, they play cooperatively with their friends, imaginatively acting out different roles. Children enjoy activities that promote their learning in literacy and mathematics. They enjoy writing their names and some children are starting to recognise words and phrases in print. Younger children independently solve simple problems. They work out where the jigsaw pieces go when completing puzzles.

## Setting details

<b>Unique reference number</b>	EY217596
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1030533
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	178
<b>Name of provider</b>	Greenfields Childcare
<b>Date of previous inspection</b>	6 April 2011
<b>Telephone number</b>	01484 300971

Greenfields Childcare was registered in 2002 and is managed by Greenfields Childcare Charity. The setting employs 11 members of childcare staff. Of these, one is a qualified early years teacher, seven hold early years qualifications at level 3 or 4, and three hold playwork qualifications at level 3. The setting opens Monday to Friday for 51 weeks of the year. Sessions are from 7.15am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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