

# Greenlands Day Nursery

146 Hinckley Road, Barwell, LEICESTER, LE9 8DN



## Inspection date

Previous inspection date

11 December 2015

6 April 2009

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

- Staff are highly qualified and very experienced. The overall quality of teaching is good. This has a positive impact on the quality of children's learning and ensures they are all making good progress in their learning and development.
- Staff accurately assess children's learning and have a good understanding of their achievements and interests. Staff effectively use this information to provide activities that children enjoy and promote their development.
- The nursery is managed effectively and staff demonstrate a commitment to increasing the overall quality of the nursery.
- Children are happy and demonstrate that they feel safe and secure. They settle quickly and develop close attachments to staff, particularly their key person, and other children.
- Effective partnerships with parents have been developed and staff value the information that parents provide. This contributes to children's development and ensures that there is continuity of care between the nursery and home. Parents comment positively about the quality of the nursery.
- Children who prefer to learn outside are encouraged to do so. They independently put on coats and outdoor footwear. They are encouraged to take manageable risks in their play.

### It is not yet outstanding because:

- The available learning space is not always made best use of. This occasionally limits the range of experiences and opportunities that is available to children.
- Staff occasionally limit children's ability to fully explore materials. As a result, some potential learning opportunities are not maximised.

## What the setting needs to do to improve further

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

- refine the organisation of the learning environment to provide children with access to an even wider range of resources and activities
- refine the teaching in activities that involve resources, such as sand and water, to increase their learning potential and allow children more opportunities to explore.

### 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 deputy manager.
- The inspector held a meeting with the nursery manager and provider. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Ben Hartley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff regularly update their training to ensure their understanding is up to date. Staff maintain a safe, secure environment for children and closely supervise them at all times. They visually check all areas that children access, ensuring they are safe and fit for purpose. Staff fully understand the signs of abuse and have clear procedures to follow if there are concerns about a child. Recruitment procedures are stringent and regular checks are undertaken on current staff to confirm their suitability to work with children. Staff are highly qualified and demonstrate a commitment to professional development. The manager monitors the educational programme effectively. However, sometimes parts of the available space in the environment are not used to their full potential and this occasionally limits the range of activities and resources that is available for children. Systems for self-evaluation are effective. Areas of improvement identified at the last inspection have been met.

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

Staff communicate well with children, asking a range of good questions to extend their play. Mathematical language is introduced to children during their play, this enables them to make comparisons. Children build towers and compare their size, using accurate language to describe the differences. They enjoy opportunities to play with resources, such as sand and water. However, staff occasionally limit children's ability to explore. Consequently, potential opportunities to develop children's natural curiosity, and other learning opportunities, are not maximised. Children are given opportunities to make their own choices about their play activities. Staff facilitate this effectively and this increases children's independence. They are introduced to new experiences that widen their knowledge and understanding of the world. Teaching for the younger children focuses on the attainment of key skills, such as hand-to-eye coordination.

### Personal development, behaviour and welfare are good

Staff are caring and affectionate, they get to know the children as individuals and treat them with warmth and kindness. The environment is safe, inviting and welcoming for children and their families. Staff manage children's behaviour consistently. As a result, children demonstrate positive behaviour and are learning to play collaboratively with their peers. Children are well cared for and are learning about how to keep themselves healthy. After breakfast, they clean their teeth and enthusiastically sing a song about its importance. Children enjoy snacks of fresh fruit and independently pour their drinks. They also grow their own food which is then used in the meals they eat. This enables children to learn about the importance of healthy food and where it comes from. Children naturally include staff in their play and confidently seek reassurance if they are feeling upset. Staff act as positive role models.

### Outcomes for children are good

All children are making good progress in their learning given their varying starting points. Children demonstrate that they are developing a number of key skills that will support them in the next steps of their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY377790
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	858447
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Susan Elizabeth Kitching
<b>Date of previous inspection</b>	6 April 2009
<b>Telephone number</b>	01455 445293

Greenlands Day Nursery was registered in 2008. The nursery employs six members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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