

Greenside Day Nursery

Greenside Primary School, Greenside Lane, Manchester, M43 7RA



Inspection date	16 December 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Effective supervision arrangements are in place. Leaders carry out regular observations to help to identify further training needs. This helps to strengthen existing knowledge and skills, as well as strengthen the quality of teaching and learning.
- Staff support children's early writing very well. They have a deep understanding of how to help children to make meaningful marks and learn how to write. This approach is encouraging even the youngest children to want to talk about the marks they make.
- Staff liaise with teachers of the neighbouring school and share valuable information regarding children's learning and development. Staff take groups of children on transition visits before their eventual move to school. This helps to support children to become familiar with their environment and equips children with the key skills needed for their future learning.
- Staff regularly talk to children during play, encouraging conversation. Babies and younger children join in with song time and use visual cues to encourage all children to participate. This helps to enable children to develop their communication and language skills.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's welfare, needs and achievements. Parents highlight how much their children enjoy being at the nursery. Parents are kept informed about children's progress and contribute to their successful learning at home.

It is not yet outstanding because:

- Leaders do not yet track the progress made by individual groups of children to precisely identify any gaps in learning.
- On occasions, during some group time activities, staff do not support all children's involvement when reading a story.

What the setting needs to do to improve further

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

- enhance current tracking systems further to analyse the progress made by different groups of children
- strengthen good teaching even further during group time activities to provide opportunities for all children to be involved, particularly when staff read stories.

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 nursery's manager.
- The inspector held a meeting with the nursery's manager and provider. She looked at relevant documentation, including 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

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

Leaders have an ambitious vision and are proactive in reflecting upon the quality of the provision. Various systems of self-evaluation includes the views of staff, children and parents to help to maintain continuous improvement and outcomes for children. This helps to successfully identify that areas for improvement are swiftly identified and planned for. The arrangements for safeguarding are effective. Leaders and staff have attended relevant training and demonstrate a secure understanding of the procedure to follow should they be concerned about the welfare of a child.

Quality of teaching, learning and assessment is good

The quality of teaching is strong. Staff have high expectations of children in their care. They plan challenging and stimulating activities, based on their current interests. Staff use their knowledge and experience to observe and plan for the next stage in children's learning. The learning environment is arranged to provide children with opportunities to make independent choices during play. Children create new games and role-play scenarios. They are confident learners and use their exploratory skills to make new discoveries in their learning. Children add resources to sand and water to extend their play. They also use large construction materials to build homes for the small-world animals. Staff make full use of opportunities to develop children's mathematical understanding. They encourage children to recognise shapes in their environment and support children to number language as they play.

Personal development, behaviour and welfare are good

Children form close relationships with staff. This helps to build children's emotional security and confidence. Staff offer regular praise and encouragement as children play. They encourage children to persevere through self-chosen challenges and to think about how things might work differently. This helps to promote children's self-esteem. Children learn from the very caring staff and demonstrate much care and kindness towards each other. They share and take turns when using resources and invite each other into their play. The routine of the nursery is arranged very well. The learning environments are inviting and offer children many exciting opportunities for exploration and adventure. Children are given the time to plan and direct their own learning successfully. They use the wealth of building resources independently and creatively. Children invent their own games and make full use of the opportunities in the outdoor area to extend their physical skills. Children are provided with nutritious meals and snacks. They gain an understanding of a healthy lifestyle; understanding the benefits of eating healthily and take part in regular exercise.

Outcomes for children are good

All children make good progress relative to their starting points. Children are motivated to learn and solve problem as they play. They participate in age-appropriate tasks and make independent choices. Children are well prepared for their next stage in their learning.

Setting details

Unique reference number	EY485528
Local authority	Tameside
Inspection number	1006617
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	54
Number of children on roll	84
Name of provider	Precious Little Ones Ltd
Date of previous inspection	Not applicable
Telephone number	0161 301 5557

Greenside Day Nursery was registered in 2010 and re registered in 2015. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am to 6pm and is closed for bank holidays and for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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