

Greenlands Nursery Unit

Greenlands CP School, Dawney Road, Ribbleson, Preston, PR2 6BB



Inspection date

11 May 2016

Previous inspection date

4 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not ensured that Ofsted have all necessary documentation for checks to be undertaken to ensure the suitability of all committee members.
- The manager is not yet highly effective in using assessment information about the progress made by different groups of children to inform priorities for improvement.

It has the following strengths

- The manager is highly motivated and she leads a strong staff team that is keen to improve. They liaise with the local authority for support and are proactive in meeting any recommendations.
- Partnership working with parents is superb. Parents are highly involved in children's learning and staff support parents, in order to guide their children's learning at home. Parents speak highly of the nursery and comment that their children are very well prepared for their move to school.
- Staff are experienced in working with young children. They are well trained with good teaching skills, and this contributes to the good progress that children make.
- Staff are highly responsive in children's spontaneous play and they enhance and extend children's learning. They provide the precise amount of support and questioning to encourage children's thinking skills.
- Children are eager and motivated to explore and they approach new experiences with interest and curiosity.
- Staff are superb role models for children's effective communication and good behaviour. Children learn how to take turns, negotiate and work together.

What the setting needs to do to improve further

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

Due Date

- ensure that all required information is submitted to Ofsted so that the necessary suitability checks can be completed for all members of the committee. 05/06/2016

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

- enhance the use of information from assessments to further check the progress made by different groups of children.

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 manager.
- The inspector held a meeting with the nursery manager.
- The inspector 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 some parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff know the appropriate procedures to follow should they have any concerns about the safety or welfare of a child. All staff and committee members hold enhanced Disclosure and Barring Service checks. However, the provider has not ensured that all necessary documentation has been submitted to Ofsted, for all other suitability checks to be undertaken, for all committee members. The manager undertakes effective self-evaluation, incorporating the views of staff, parents and children. Staff supervision is in place and training experiences support children's good progress. The observation, assessment and planning systems are effective and staff tailor learning experiences to meet children's needs and interests. Staff track children's progress and the manager liaises with parents, external agencies and other settings if there are any gaps in learning. However, the progress of specific groups of children is not yet tracked.

Quality of teaching, learning and assessment is good

Children arrive at the nursery and promptly engage in challenging learning experiences. Staff skilfully support them and give children the resources and encouragement they need to facilitate their independent learning. For example, children take tubes from the water play and staff encourage them to explore how to transmit sounds down them. Children are given time to think and staff share in the thinking process, guiding them to solve simple problems. Staff incorporate mathematics at every opportunity and children learn about the purpose of mathematical language. They frequently support children to recognise, sound out and write their names according to their levels of development.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management has contributed to this judgement. Children feel secure and staff establish close and respectful relationships with them. Staff praise children frequently and support them to develop strong self-esteem. Children show confidence in their achievements and they are proud of their efforts. They are highly independent and staff strive to give them the skills needed to manage small tasks, including toileting and washing their hands. Children are extremely active outdoors and they enjoy a weekly physical education session in the school hall. This supports their physical well-being and prepares them well for their move to school, when the time comes. Snack time is a very positive, social learning experience where children learn about healthy habits and practise their self-care and independence.

Outcomes for children are good

The consistently high quality of teaching improves outcomes for children, and all children make good progress. Children make particularly good progress in their personal, social and emotional development, physical development and in their communication and language skills. Children who speak English as an additional language are particularly well supported in close partnership with parents. Additional funding is used effectively to improve outcomes for children.

Setting details

Unique reference number	309745
Local authority	Lancashire
Inspection number	1017251
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	16
Number of children on roll	27
Name of provider	Greenlands Nursery Unit Committee
Date of previous inspection	4 June 2015
Telephone number	07720 440 449

Greenlands Nursery Unit was registered in 1998. The nursery employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 11.30pm and 12.30pm until 3.30pm. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs or disability. The nursery provides for children who speak English as an additional language.

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