

# Greenhays Nursery School Ltd



Green Lane, Red Lodge, Bury St. Edmunds, Suffolk, IP28 8LD

## Inspection date

2 June 2016

Previous inspection date

13 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Since the last inspection, staff have developed their teaching methods and learning opportunities for children have improved. Group times are used as an opportunity to teach older children about numbers and letters. Children who find it more difficult to concentrate are supported to find alternative activities.
- Each day staff set up a voting system for children to decide what should be in the messy area of the nursery. The children understand how this works and respect the view the majority of children make.
- Children who have special educational needs or disability are skilfully supported. Staff take advice from specialist services to ensure all children make the best possible progress. Children with communication difficulties use sign language very well to make their needs known and staff respond positively to all their requests.
- Children understand how books can be used to find information and for pleasure. Staff help older children use factual books outside as they look for bugs. Younger children enjoy stories, they join in refrains and point out things that interest them on each page.

### It is not yet outstanding because:

- Although the manager and staff are tracking individual children's progress, they are not yet successfully tracking groups of children to ensure any gaps in learning are closing.
- Staff use home visits to find out each child's needs. However, they do not always seek precise information from parents to help them gain a thorough understanding of children's starting points in learning to inform their initial assessments.

## What the setting needs to do to improve further

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

- embed the tracking system to help staff get a precise and more-specific overview of where different groups of children are at in their learning
- seek more-detailed, initial information from parents about what children can already do, in order to more precisely identify children's starting points in all aspects of learning.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the manager and the deputy manager.
- The inspector carried out joint observations with the manager.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of how to recognise signs and symptoms of abuse. They understand the procedures to follow if they have a concern about a child. Recruitment and vetting procedures are robust. Therefore, all adults are checked for their suitability to work with children. The staff benefit from regular supervision meetings and have started to observe and monitor each other's practice. The professional development of staff is given high priority. Staff confidently talk about the positive impact training has on their practice. For example, they have more understanding of how two-year-old children learn and develop. Self-evaluation is effectively used to drive continuous improvements. This reflects the view of parents which are gained through questionnaires or through the nursery's online system.

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

Children are motivated to learn. All areas are well resourced to build on children's interests and support their independence. Children use their imaginations as they enjoy digging and exploring the texture of the soil in the outdoor area. Children learn about weights and measure as they take part in baking activities. They show their understanding of how to operate simple technology as they make the digital scales switch on and off. Younger children enjoy sensory experiences as they play with toy animals in water, sand and gravel. Staff support children's developing communication and language skills well, especially those who speak English as an additional language. They learn key words, use visual cues and sign language to support each child. Parents speak highly of staff and say they are kept well informed of their children's progress.

### Personal development, behaviour and welfare are good

Babies are secure and explore the environment independently; they benefit from consistent care from their key person. Babies eagerly hold out their arms to their key person as they arrive and regularly crawl to them for cuddles and reassurance. Older children gain a good understanding of how to stay safe. They talk about having to wash germs off their hands before touching food so that they do not get poorly tummies. Staff encourage children to learn about healthy lifestyles, they benefit from fresh air while they enjoy plenty of physical exercise. Children ride balance bikes with ease, successfully negotiating their way round the garden. As children play with balls they demonstrate how they can accurately throw them into a net. Staff set them challenges by suggesting they take a step back so they have to throw the ball further.

### Outcomes for children are good

All children considering their starting points and abilities make good progress. Staff follow children's lead during play and model language effectively. Children have many opportunities to develop early writing and mathematical skills. They use pens, paper and envelopes to write letters. Outdoors, children use water and brushes to make marks on the trees and fence. As younger children throw balls staff count with them, helping them hear the sequence of numbers. Children are developing into independent learners and are gaining the skills they need to be ready to move to the next room or on to school.

## Setting details

<b>Unique reference number</b>	251498
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1028286
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Greenhays Nursery School Ltd
<b>Registered person unique reference number</b>	RP523216
<b>Date of previous inspection</b>	13 November 2013
<b>Telephone number</b>	01638 750658

Greenhays Nursery School Ltd was registered in 1986. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 7.30am until 5.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and disabilities and those who speak English as an additional language.

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