

The Green Room Nursery

Valence House, 7 West End, Woodditton, Newmarket, Suffolk, CB8 9SN



Inspection date

2 November 2016

Previous inspection date

5 September 2012

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

- A key strength is the sharp focus on supporting children's communication and language development. Children are confident talkers who use a rich and varied vocabulary to convey their ideas and thoughts.
- Leaders regularly review the impact of staff practice and seek the views of staff, parents and children to help to identify how to improve the provision.
- Children's progress is regularly assessed and their individual next steps in learning are incorporated into planning. This information is shared with parents so they know how to support their children's continued learning at home.
- Children establish strong attachments with staff, seeking them out to share their experiences. Staff are good role models who create a positive environment where children feel valued. Children demonstrate respect for each other and for the environment.
- Staff teach children how to keep themselves safe and healthy. Children enjoy vigorous activities outdoors and learn about the change in their heartbeat during exercise. They learn how to climb trees safely and think about how to enjoy running around without bumping in to each other.

It is not yet outstanding because:

- Staff do not request sufficiently detailed initial information from parents about what their children already know and can do in order to establish more-precise starting points and plan promptly for their next steps in learning.

What the setting needs to do to improve further

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

- seek more-detailed initial information from parents to precisely establish children's starting points and plan promptly for their next steps in learning.

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. She spoke to staff and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery and a sample of policies and procedures.
- The inspector spoke to a small number of parents during the inspection and took account of their views together with written feedback.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to keep children safe. They know what to do should they have any concerns regarding a child's welfare. Recruitment procedures are robust to ensure suitable adults work with the children. Staff promote the nursery's ethos that children have fun as they learn. Staff are good role models with high behavioural expectations which are clearly and calmly explained to the children. Leaders have high expectations and value their experienced staff. They work together as an effective team to promote good quality learning experiences for the children. Staff know the children very well. They review the progress they make and quickly identify any gaps in development. They implement appropriate strategies to support children's ongoing progress.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff are highly experienced and knowledgeable. They effortlessly make the most of learning opportunities to support children's understanding. Children especially enjoy playing games with staff. They demonstrate a wide vocabulary during such games, correctly identifying rodents and fungi while explaining their position, such as underneath or on top of, in picture cards. When children's interest in the game begins to wane, staff adeptly alter their approach to reignite the fun and maintain children's engagement. Children show a good understanding of mathematical concepts. They identify that they need three more cards to be able to play the game. Staff provide a good range of activities to support children's physical development, especially to develop muscles for early writing. Parents are positive about the nursery and staff. They believe their children make good progress and are well cared for in a safe environment. Staff provide meaningful information to the schools children move on to, in order to promote consistency for the children.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at nursery. Children listen attentively when staff share books and read stories. They anticipate words and phrases in favourite stories. Staff talk about the equality theme in the story to support children in accepting each other's differences. Children's contributions are truly valued by staff. Their artwork adorns the walls and ceilings reflecting their current investigation of the changing seasons. Children understand not to brandish long sticks in the air as this may cause injury to another child. Children demonstrate good physical skills as they balance on logs. They self-regulate when playing outside, reminding each other to drag the long sticks on the ground. Staff support parents to provide healthy, nutritious foods in children's packed lunches.

Outcomes for children are good

Children make good progress and some children make rapid progress given their starting points and capabilities. Children are confident and eager to try new things. They are curious about the world and are imaginative in their play. They enjoy each other's company and friendships are beginning to flourish. They acquire good skills and positive attitudes to support the next stage in their learning and the move to school.

Setting details

Unique reference number	221639
Local authority	Cambridgeshire
Inspection number	1059446
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	2 - 5
Total number of places	18
Number of children on roll	18
Name of registered person	The Green Room Nursery Ltd
Registered person unique reference number	RP523370
Date of previous inspection	5 September 2012
Telephone number	01638 730875

The Green Room Nursery opened in 1987. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The manager holds qualified teacher status. The nursery opens on Mondays, Wednesdays and Fridays each week term time only. Sessions are from 9am until 3.45pm. The nursery provides funded early education for three- and four-year-old children.

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