

Greetwell Hollow Day Nursery

Carlton Boulevard, Lincoln, Lincolnshire, LN2 4AG



Inspection date

21 November 2016

Previous inspection date

19 October 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to notify Ofsted of a significant event.
- Staff do not always respond fully to children's emerging learning needs and achievements during their play, in order to further extend their learning.
- On occasions, such as sleep times for younger children, older children's independent playing and exploring is not fully supported.

It has the following strengths

- Staff morale is high. The manager and staff clearly share a passion to provide a stimulating nursery that continually helps children to make good progress.
- Teaching is good and on occasions outstanding. Staff have high expectations for the children. The systems for observing, assessing and monitoring children's progress are effective. Key persons have a good knowledge of the children and they implement successful strategies to narrow any gaps in children's learning.
- Staff make good use of sign language alongside the spoken word. This helps all children, including those who speak English as an additional language and those who may have communication difficulties, in order to develop their communication and language skills.
- Staff build good partnerships with parents. They keep them fully up to date with their children's progress and communicate with them in many different ways. This engages parents and helps children to build on their learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ develop knowledge and understanding of what Ofsted should be notified about.	30/12/2016

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

- make better use of teaching techniques as children play to extend their learning, so that they make the best possible progress
- give older children even more time and opportunity to play and explore independently.

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, area manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The provider has failed to notify Ofsted of a significant event; this involved a child leaving the nursery unaccompanied. Despite this, staff know the procedure to follow should they have concerns regarding a child's welfare. Systems for evaluating practice are effective. The manager actively seeks and acts upon the views of parents, staff and children to successfully identify the nursery's strengths and areas for improvement. The manager has regular meetings with staff to discuss their professional development. The management team offers training opportunities so that staff are all able to enhance learning experiences for children. This has a positive impact on teaching practice and ensures that it remains at least good. Staff work well with outside agencies, including the host and local schools. This helps to ensure transitions are smooth and everyone involved in children's lives are included in their learning.

Quality of teaching, learning and assessment is good

Staff recognise when babies are beginning to take their first steps and offer a guiding hand for them to walk. Staff promote children's literacy skills well. They encourage children to write their names on artwork and offer clipboards to note what they find on a nature hunt. Staff encourage children to use their problem-solving skills by pretending they do not know what to do. For example, staff comment, 'I'm looking at the salt and wondering how to get it out'. The children work out that the salt pot is too small to take a spoon, and smartly decide to pour the salt onto the spoon. This type of activity also contributes to their physical handling skills. Staff provide children with a very stimulating, well-resourced environment indoors and outside; this helps them to practise a wide range of different skills. The children have access to a nature area where they can explore, experience and investigate.

Personal development, behaviour and welfare are inadequate

A recent incident indicates that children are not always kept safe at the nursery. Positive interactions between children and staff enable children to form trusting and emotionally secure relationships. Children gain good independence skills from an early age. Toddlers demonstrate this at snack time as they pour their own drinks and wash up their pots when they have finished. Despite the rain, children put on their outdoor suits and Wellington boots to run and jump in puddles. This helps them to understand how to adopt a healthy lifestyle while contributing to their physical development. Behaviour is very good. Staff empower children to deal with their own minor conflicts. This helps children to develop an understanding of their own feelings and those of others.

Outcomes for children are good

All children make good progress in their learning and development. Effective support is provided for children who speak English as an additional language and those who have special educational needs or disabilities. Additional funding is used well to purchase specific resources to promote children's ongoing progress. Babies delight in the sensory experience of making marks in edible paint. They smile and clap as they smear the paint

and lick their fingers. Children learn about living things as they help to care for the nursery rabbits and chickens. Children have vivid imaginations as they enter a make-believe world, pretending to be crocodiles and monkeys. Children are well prepared for their future learning.

Setting details

Unique reference number	EY452999
Local authority	Lincolnshire
Inspection number	1060321
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 - 8
Total number of places	37
Number of children on roll	82
Name of registered person	Heath Farm Day Nursery Ltd
Registered person unique reference number	RP529044
Date of previous inspection	19 October 2012
Telephone number	01522 548456

Greetwell Hollow Day Nursery was registered in 2012. The nursery employs 15 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, one at level 5 and seven at level 3, including the manager who has early years professional status and one member of staff with qualified teacher status. The nursery opens from Monday to Friday and all year round. Sessions are from 7.30am until 6.30pm. The nursery also provides out-of-school care on Monday to Friday and during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. They support children who have special educational needs and disabilities, and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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