

# Foundations for Learning

Greenmount Nursery, Brick Barn Farm, Whipney Lane, Greenmount, BURY,  
Lancashire, BL8 4HT



## Inspection date

Previous inspection date

22 February 2017

11 October 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

- Staff have a good knowledge of the early years foundation stage and understand how to support children to develop their skills through play. Teaching is strong and children make good progress from their individual starting points.
- An effective key-person system is in place which enables staff to understand and nurture children's individual needs. Children have formed positive attachments with staff and are settled and happy. Staff are positive role models and encourage children to use their manners.
- Strong partnerships are in place with parents and other professionals. Home visits are offered prior to children starting at the nursery, so that staff can understand children's needs directly from parents. This is one way that staff use to support a consistent level of care for children.
- The management team regularly evaluates the service it offers and welcomes the views of parents to implement further developments. There is a strong commitment to developing staff knowledge and continued professional development.

### It is not yet outstanding because:

- Staff do not always provide children with enough opportunities to consider questions, formulate a response and independently discuss their ideas.
- Learning opportunities in the outdoor environment are not as well established as the indoor environment.

## What the setting needs to do to improve further

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

- provide children with opportunities to consistently extend their language skills, while giving them sufficient time to think about their response and communicate their ideas
- extend learning opportunities in the outdoors so that children who prefer learning outside can continue developing their interests.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as policies and procedures, risk assessments, children's development files and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through written documentation.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. They attend regular training opportunities and update their knowledge through staff meetings and attending network meetings. The management team ensures that observations of teaching, appraisals and supervision sessions are completed to support continued professional development. The staff reflect on their practice to ensure that they meet children's needs, and have identified key areas they would like to improve even further in the future. Staff track children's progress to ensure that any gaps in their learning are quickly identified and addressed. Partnerships with local schools are established and key information is shared with teachers as children prepare to leave for school.

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

Staff regularly observe children as they play so that they can identify children's current skills and development stage. This allows them to offer activities that support children in developing the next steps in their learning. One example of this is how staff promote children's mark-making skills. Children enjoy taking part in daily play dough sessions which help them to develop their hand muscles, and they draw patterns and shapes in coloured foam as they explore different shapes. The quality of teaching is good as staff play alongside children and support them as they play. For example, children enjoy acting out different role play scenarios alongside staff, who support children's developing language skills. Partnerships with parents are good and information is regularly exchanged between parents and staff to support children's individual needs.

### Personal development, behaviour and welfare are good

The nursery is a calm and friendly environment which warmly welcomes children and families. An effective key-person system is in place, which helps children to settle quickly. Staff are knowledgeable about children's individual needs and nurture those needs well. Staff are positive role models and regularly remind children about helping others and using their manners. Children have formed warm attachments with staff and listen carefully to them. Children's behaviour is good. Children learn about the importance of healthy lifestyles through activities, such as playing outdoors every day, growing vegetables in the garden and walks in the local environment. Children have the opportunity to learn about the wider world and they celebrate different events throughout the year. Partnerships with other professionals are in place, supporting children as they move to school.

### Outcomes for children are good

All children are progressing well from their starting points. Staff plan activities that support children to build on their skills and develop the next steps in their learning. Children enjoy following their own interests and initiating their own play. They play very well alongside their peers and can express their needs as they build self-confidence. All children are well prepared with the skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	316764
<b>Local authority</b>	Bury
<b>Inspection number</b>	1059563
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	69
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	The Foundations for Learning Partnership Limited
<b>Registered person unique reference number</b>	RP517577
<b>Date of previous inspection</b>	11 October 2012
<b>Telephone number</b>	01204 882 366

Foundations for Learning was registered in 2001. It is one of four nurseries run by Foundations for Learning Limited. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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