

Little Green House Childcare



Staffordshire County Council, Corbett C E Primary School, Six Ashes Road,
Stourbridge, DY7 5DU

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| Inspection date | 10 April 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Partnerships with parents and the on-site school are extremely good. This helps to promote consistency in children's care and learning. The management team regularly seeks the views of parents, children and staff within the nursery and school. This helps to identify effective targets that drive forward ongoing improvements so that all children make good progress.
- Staff provide children with exciting exploratory experiences that encourage them to investigate the natural world. For example, children play with the cornflour mixed with mud. They also experience regular hands-on learning in a forest environment, where they investigate puddles, sticks, birds, and insects and observe growing flowers over time.
- The relationships staff share with children are warm and caring. This helps children to feel relaxed and safe and to engage in new experiences.
- Staff enthusiastically promote children's creative and problem-solving skills. For example, children explore, design and construct using a wide range of everyday materials in endless ways.

It is not yet outstanding because:

- At times, staff are not fully effective in promoting children's listening skills to the highest possible level.
- Staff do not use the information they gather from observing children's learning as effectively as possible to support children to make rapid progress in their learning.

What the setting needs to do to improve further

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

- review the arrangements in place that promote children's listening skills so that they make the highest possible progress in this area
- use the observations staff make of children's learning even more effectively to help children make rapid progress.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the director, operations manager and manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the signs of abuse. They understand their responsibility to protect children from harm and the procedures to follow to report any concerns. The management team provides individual meetings with staff, where they can discuss any concerns and their development opportunities. One member of staff has attended training on how to provide an educational approach to play and learning in a forest environment. She has the knowledge and skills to run effective sessions for children that fully promote children's sensory and exploratory play outside. The management team makes sure that each member of staff's practice is monitored and any issues are identified and addressed. This has a positive impact on the progress children make. The management team effectively analyses and reflects on the progress of individual and specific groups of children.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that captures children's ever-changing interests and encourages them to learn across all areas of learning. For example, children participate in a science activity where they investigate what happens when they mix vinegar and sodium bicarbonate together. Staff guide children as they pour vinegar into a plastic cup and fill the disposable rubber glove with sodium bicarbonate. They support children as they stretch the glove over the rim of the cup. Children then eagerly shake the cup and watch the rubber glove expand. During such activities, staff describe what children are doing to develop their understanding of language. Staff liaise well with school staff about the best way to promote children's knowledge of letters. For example, staff encourage children to recognise letters and to write them in the tray full of salt using their finger. During such activities, staff ask children questions to extend their thinking and vocabulary. Parents are given regular opportunities to be actively involved in their children's learning. For example, workshops are held where children and their parents can play together. During these times staff discuss children's progress with parents and explain how they can best support their child's learning at home.

Personal development, behaviour and welfare are good

Staff encourage children to live a healthy lifestyle with regular exercise and a balanced diet. They provide children with nutritious and balanced snacks. Children enjoy a hot school dinner provided by the on-site school. Staff provide children with good opportunities to assess risks for themselves and experience physical challenge. For example, children test their skills on the wooden climbing frame with a scrambling net.

Outcomes for children are good

All children make good progress from their starting points. They are actively involved and persistent in their learning. For example, children crawl into the wigwam with their friends and escape into their own little world and develop their social skills. They squeal with delight as they jump in the puddles outside. Children begin to learn to share and take turns. Staff prepare children well for the next stage in their learning, such as school.

Setting details

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| Unique reference number | EY497382 |
| Local authority | Staffordshire |
| Inspection number | 1039459 |
| 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 - 10 |
| Total number of places | 18 |
| Number of children on roll | 34 |
| Name of registered person | Jennifer Lace Childcare (Shropshire) Limited |
| Registered person unique reference number | RP901390 |
| Date of previous inspection | Not applicable |
| Telephone number | 01384221702 |

Little Green House Childcare registered in 2016 and is one of three nurseries managed by Jennifer Lace Childcare (Shropshire) Limited. The nursery employs four members of childcare staff. All of these hold appropriate early years qualifications at level 3. The organisation also employs an operations manager who holds early years professional status. Furthermore, the director holds early years professional status and qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides a before- and after-school provision and a holiday play scheme for older children.

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