

The Green Day Nursery (Kings Norton) Ltd

286 Pershore Road South, Kings Norton, Birmingham, West Midlands B30
3EU



| | |
|--------------------------|-------------------|
| Inspection date | 24 September 2018 |
| Previous inspection date | 3 April 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of 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

The provision is good

- The provider and managers lead by example and they have established a culture of reflective practice. Staff, parents and children contribute their ideas to the self-evaluation process. The management team consistently reviews the effectiveness of practice to improve the running of the nursery.
- Children enjoy their learning experiences and there is a good balance between child-led play and adult-led activities. The enthusiastic staff engage children well and they skilfully reshape activities to promote children's learning. Staff know the children well and plan effectively to meet their needs so that children make good progress in their development.
- All children, including babies, have opportunities for daily outside play. The provider ensures there is a good selection of resources to enhance children's play experiences. For example, babies can explore textures, such as sand. Older children learn about growing vegetables and they have opportunities to see animals, including lambs and chickens to broaden their understanding of nature.
- Staff and parents work well together to help children learn. Parents provide detailed information about children's development and care needs when they first start. Staff share information about what children do and parents consistently contribute their suggestions for the next steps in their child's learning.

It is not yet outstanding because:

- Not all staff include enough challenge to extend children's learning and skills.
- Staff do not consistently include opportunities for children to find their own solutions to problems.

What the setting needs to do to improve further

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

- include more challenges to extend children's learning and skills
- provide more opportunities for children to find their own solutions to problems.

Inspection activities

- The inspector looked at a sample of documentation, including information about the suitability of persons working in the nursery and other required records.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this had on children's learning. The inspector carried out joint observations of teaching activities with the manager.
- The inspector held meetings with the provider and managers, and discussed the self-evaluation process.
- The inspector spoke with staff and children at convenient times.
- The inspector spoke with parents and read questionnaires completed by other parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management is good

The management of the nursery is good. The provider works effectively as part of the management team to provide strong leadership. They have effectively addressed the actions and recommendations from the last inspection. For example, they have taken effective steps to ensure the suitability of all staff who work with children and recorded the relevant information. As part of self-evaluation, the team has reorganised the provision, including restructuring the layout of the pre-school room. As a result, children's behaviour is calm and they are more engaged in their learning. Managers consistently review the achievements of children to ensure they make good progress. Effective performance management and regular opportunities for training, support staff to fulfil their roles, including teaching, very well. Parents comment that staff have a caring attitude and value each child. Safeguarding is effective. All staff know what to do should they have any concerns about the welfare of a child in their care.

Quality of teaching, learning and assessment is good

Staff provide teaching that is delivered at children's pace. They include many opportunities for repetition. Staff listen well to what children say and follow their lead to support their imaginative play. All staff promote children's language skills very well. For instance, staff help pre-school children to develop their thinking by using effective questioning. Children aged two years remain focused while staff read with expressive intonation and bring stories to life. They hold children's attention well and ensure all children can see the pictures on a page. Babies listen while staff talk with them and promote their sensory learning through exploration. Regular observations and skilful 'in the moment' planning help staff to identify children's needs. They motivate children effectively with lots of praise and encouragement.

Personal development, behaviour and welfare are good

Lunch time is a social occasion when staff sit with children and model how to take turns at speaking. The provider supplements the contents of children's lunch boxes with healthy snacks. Staff use creative methods to promote children's understanding of healthy eating. For example, they use a focal display to help children learn about the level of sugar in some popular snacks. Pre-school children demonstrate good understanding of keeping safe. They hold and use knives correctly to cut fruit. The use of child-centred settling-in arrangements is a key strength of the nursery. Furthermore, there is a strong emphasis on maintaining continuity in children's care. Some key persons move with children from one room to another and this promotes children's emotional well-being very effectively.

Outcomes for children are good

All groups of children make good progress from their starting points. Pre-school children take ownership for some aspects of their learning and they confidently communicate with friends and adults. All children develop good independence skills. Children select favourite books and remain engrossed. Children make marks, count during play and recognise letters in their names. Children develop essential skills for the next stage in learning, including the move on to school.

Setting details

| | |
|--|---|
| Unique reference number | EY265436 |
| Local authority | Birmingham |
| Inspection number | 10068184 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 4 |
| Total number of places | 60 |
| Number of children on roll | 55 |
| Name of registered person | The Green Day Nursery (Kings Norton) Limited |
| Registered person unique reference number | RP521523 |
| Date of previous inspection | 3 April 2018 |
| Telephone number | 01214599988 |

The Green Day Nursery (Kings Norton) Ltd registered in 2004. The nursery employs 14 members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery operates all year. Sessions are Monday to Friday from 7.15am until 6.30pm. The nursery also operates a before- and after-school club and a holiday club during school holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

