

The Greenery Nursery School

Swanmore Village Hall, New Road, Swanmore, Southampton, Hampshire
SO32 2PF



Inspection date	27 September 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 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

- Staff build strong relationships with children and place a strong focus on helping to develop their social skills. Staff implement clear, consistent boundaries to help promote children's positive behaviour. This helps older children gain skills that prepare them well for school.
- Partnerships with local schools and other professionals involved in the children's care and well-being are effective. As a result, continuity of care and children's needs are met well. Outcomes for children are good.
- The manager and her staff are well qualified and experienced. They make good use of self-evaluation to identify and target areas of improvement in the setting, that benefit children's learning. For instance, changes made to the garden help support those children who prefer to learn outdoors.
- The manager monitors assessments with care to ensure that where gaps form in children's progress swift action is taken. Staff plan activities that interest individual children and provide good models of language to extend their vocabulary.

It is not yet outstanding because:

- Staff do not use their knowledge of children's individual needs to plan precisely for their next steps in learning.
- Staff professional development plans are not sharply focused on training to develop their knowledge and teaching skills to the highest levels.
- Staff have not fully explored how to involve parents more meaningfully in their children's progress.

What the setting needs to do to improve further

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

- focus more precisely on children's next steps in learning, to help them to make the best possible progress
- strengthen the programme of training and professional development to help raise the quality of teaching and learning to the highest level
- provide parents with further guidance and ideas of how they can support their children's learning and development at home.

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 looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector had a tour of the areas used. She held meetings with the manager at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff attend regular training to understand their roles and responsibilities in keeping children safe, including from extreme views or behaviours. The nursery's policies and procedures are robust and staff know how to report concerns about children, to promote their welfare. The manager identifies areas for development accurately and involves the views of staff and parents in the process. She reviews staff performance and provides guidance to support them in their role. The manager and staff assess potential risks in the setting and minimise these to keep children safe. They capture opportunities for children to learn about how to play safely and provide clear explanations to help children learn about managing their own risks effectively.

Quality of teaching, learning and assessment is good

Staff provide children with an inviting learning environment indoors and outside. They plan activities which motivate and engage children in their learning. Staff get to know their key children well and plan for their individual interests and follow their learning effectively. For instance, as older children use conkers to paint with, staff talk to them about where conkers come from, and introduce new vocabulary, such as explaining that conkers come from horse chestnut trees. Staff place a strong focus on building younger children's attention skills, and help them to learn to persist at tasks well. For instance, as children choose to play a computer game, staff help them learn which buttons to push to catch the eggs. Staff make regular observations of children's learning and key achievements which are shared with parents to keep them informed of their progress.

Personal development, behaviour and welfare are good

Staff are kind, caring and passionate about providing children with care tailored to their individual needs. All children, including those who are new to the setting settle happily and develop warm, trusting relationships with staff. Older children confidently manage some daily routines, as staff help them learn about behaviour expectations well. For instance, they learn how to tidy away toys and resources in readiness for lunchtimes. Staff promote children's good behaviour and help them develop good levels of self-esteem through regular praise and encouragement. This helps to ensure that children's emotional well-being is supported effectively.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. Children are confident in trying new activities, they concentrate well in activities that interest them and gain good physical skills. For instance, older children learn how to catch balls, and younger children learn how to pedal bicycles. Children enjoy a variety of opportunities to develop their creative play. For example, as they mix paint, they learn how to squeeze bottles, talk about the different colours they choose and think through ideas about what they are making.

Setting details

Unique reference number	EY536639
Local authority	Hampshire
Inspection number	10076716
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	36
Number of children on roll	15
Name of registered person	The Greenery Nursery School Ltd
Registered person unique reference number	RP535273
Date of previous inspection	Not applicable
Telephone number	01329 314653

The Greenery Nursery School registered in July 2016. The setting provides care for children Monday to Friday from 9am to 3pm, term time only. There are three members of staff who work with children, all hold early years qualification at level 3 and one holds a qualification at level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

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