

Greenacres Day Nursery

Puxley, Potterspury, Towcester, Northamptonshire NN12 7QS



Inspection date	22 February 2019
Previous inspection date	28 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The caring and attentive staff get to know children and their families well. They provide tailored settling-in procedures to suit the individual needs of children. Key persons encourage parents to share daily information about their children's well-being. They use this information to help meet children's care needs well.
- Staff have embedded the new planning system effectively. They plan opportunities weekly for each child to achieve the identified next steps in their learning. Staff consider children's interests in their planning of activities. They encourage parents to suggest activities their children may enjoy.
- All children make good progress relative to their starting points.
- Partnerships with parents are effective in promoting children's ongoing learning and care. Staff keep parents well informed about the progress their children make. They provide ideas so that parents can continue their children's learning at home. Parents are very complimentary about the service the nursery provides.
- Staff working with older children promote their communication and language well. They encourage children to talk about their interests and their experiences at home. Staff remind children to listen to each other's comments.
- The manager does not incisively monitor staff practice to fully strengthen areas where individual staff demonstrate less highly skilled practice.
- The staff working with the babies and toddlers occasionally miss opportunities to model language and extend children's understanding.

What the setting needs to do to improve further

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

- extend the monitoring of individual staff members' practice to help precisely focus support on raising teaching skills to the highest levels
- focus teaching practice more precisely on further supporting babies' and toddlers' speech and understanding.

Inspection activities

- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector spoke with staff and children at appropriate times and observed activities throughout the nursery.
- The inspector jointly evaluated practice with the nursery manager. She also met with the manager to discuss self-evaluation, policies and monitoring processes.
- The inspector sampled a range of relevant documentation, including children's records and evidence of staff qualifications and suitability.
- The inspector spoke with parents to gather their views and opinions.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures staff understand their roles and responsibilities to safeguard children. Staff demonstrate that they know the signs that may indicate a child protection concern. They know how to report any such concerns and how to whistle blow. Effective recruitment procedures and ongoing checks help ensure staff remain suitable to work with children. The manager provides regular supervision. Staff have opportunities to raise their qualification level. As a result, some staff have developed their understanding of child development. The manager and her staff meet regularly to discuss individual children. The manager's monitoring of children's progress helps her to close any gaps in their development. She puts in place some suggested improvements identified by the local authority. For example, she completes regular audits that help her to check that she is meeting all safeguarding requirements. The manager regularly considers the views of staff and children in her reflections on the service she provides.

Quality of teaching, learning and assessment is good

Staff working with the youngest children focus their support well on helping children to gain confident physical skills. They encourage toddlers and babies to stand and crawl. Staff place toys out of reach and help children to move towards them. They demonstrate resources and make suggestions that help the youngest children learn new skills. For example, staff show children how to operate simple battery-powered toys. They develop all children's mathematical and imaginative skills well. Staff working with older children help them to create models using magnetic shapes. They teach children the names of shapes and encourage them to construct with a purpose in mind. Staff plan targeted activities that help older children gain good literacy skills. They help children to write their own names and learn the sounds associated with letters.

Personal development, behaviour and welfare are good

Children play in a warm and welcoming environment. Staff help them to learn about the natural world. They talk to children about farming and the tractors as they drive past. Staff promote children's good health. Children enjoy energetic play each day in the garden. Staff value children's independence. They encourage babies to learn to feed themselves. Staff teach children to manage zips and put on their own shoes. They give parents advice about how to help their children learn to use the toilet independently. Staff teach children to behave well.

Outcomes for children are good

All children enthusiastically explore the toys and activities. They gain key skills that prepare them well for future learning and for starting school. Older children learn how to solve their own conflicts, such as when playing board games. They gain good literacy skills. Two-year-old children make marks with chalk and four-year-old children are beginning to form recognisable letters. Most older children are making better than typical progress in mathematics. All children gain secure social and communication skills.

Setting details

Unique reference number	219970
Local authority	Northamptonshire
Inspection number	10065132
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	27
Number of children on roll	36
Name of registered person	Hales, Margaret Mary
Registered person unique reference number	RP512421
Date of previous inspection	28 July 2015
Telephone number	01908 569127

Greenacres Day Nursery registered in 1990. It is open all year round from 8am to 6pm, Monday to Friday, except for bank holidays and a week at Christmas. The nursery employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

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