

Greenfields Day Nursery

139 Russell Road, Forest Fields, Nottingham, Nottinghamshire NG7 6GX



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| Inspection date | 4 April 2019 |
| Previous inspection date | 27 April 2016 |

| 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

- Recent changes to the management team have resulted in a clear and targeted development plan to continue to improve the care and education of children. Leaders and managers are enthusiastic and demonstrate high aspirations for the setting.
- Staff actively promote children's welfare. They teach children to keep themselves safe and to understand right from wrong. Staff are vigilant and confident with knowing how to look for signs that a child may be at risk of harm. Robust policies and procedures help staff to know how to respond to concerns about children's welfare quickly and appropriately.
- Partnerships with parents and other family members are a strength of the nursery. Staff include parents in all aspects of nursery life. Parents speak highly of the nursery and know that their opinions are valued.
- All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. Staff understand the importance of early intervention and identify areas where children require further support. They liaise exceedingly well with parents, external agencies and services. This helps staff to meet the needs of all children.
- Staff in the pre-school room are strong teachers of mathematics. They are skilled in taking opportunities as they arise in children's play to extend their mathematical skills. This is helping children make very good progress in this area.
- The manager has not yet fully embedded incisive tracking of groups of children in order to ensure that identified gaps in learning are closing quickly and outcomes for all children are raised to the highest level.
- Not all staff use the information gained from their observations of children well enough to provide detailed and precise next steps in children's learning that will help children to make the best possible progress.

What the setting needs to do to improve further

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

- strengthen and embed incisive tracking of groups of children in order to help close identified gaps in learning and enhance the outcomes for children even further
- refine ways to use information gained from observations of children to ensure challenging and precise next steps in learning are identified and used to support them to achieve the best possible outcomes.

Inspection activities

- The inspector observed activities in all nursery rooms and the outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the nursery manager and operations manager.
- The inspector carried out a joint observation with the nursery manager on an adult-led activity in the pre-school room and evaluated this with her.
- The inspector took account of the views of parents spoken to on the day of the inspection and written statements sent by parents for the inspection.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff fully understand their role and responsibility to protect children from harm and neglect. They work closely with a range of outside agencies to ensure that children's welfare needs are met. The manager and her staff team demonstrate a thorough understanding of local safeguarding procedures. Managers evaluate aspects of the provision well and help staff to reflect on their day-to-day practice. Staff receive regular supervision. The manager completes observations and supervisory sessions, which helps her to identify any gaps in staff's teaching. Staff attend regular training and share their learning during staff meetings. This is helping to raise the quality of teaching to a very good level. Additional government funding is used well to provide individual support and help children to achieve the best possible outcomes.

Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of their teaching is good. They know the children very well and use this information to plan a stimulating environment and experiences that motivate them. Staff are good at following children's lead. For example, children in the toddler room show an interest in mark making on a larger scale. Staff provide children with washable paints, space and a large window to paint on. Children develop their physical skills during this activity as they use their arm and hand muscles to paint big lines and circles on the windows. Staff are skillful at differentiating their teaching skills to ensure all children gain the most out of activities. Boys in particular enjoy letter and number hunting in the garden and use their clipboards, pens and paper to write down what they have found. Staff help children to develop both their literacy and numeracy skills through their interest in outdoor play.

Personal development, behaviour and welfare are good

Settling-in arrangements and transitions throughout the nursery are carefully planned for each individual child. Staff sensitively support children to ensure such transfers run smoothly. This contributes to children feeling emotionally secure. The environment is organised to enable children to make choices and access resources independently throughout the day. Staff help children to lead healthy lifestyles. Children enjoy opportunities to participate in outdoor play and physical exercise. Staff involve children in the preparation of snacks and talk about the benefits of eating a healthy diet. Staff are positive role models that support children with the management of their behaviour. They talk about different feelings with children and provide plenty of opportunities for children to learn to share and take turns.

Outcomes for children are good

All children, including those who speak English as an additional language and those with SEND, are progressing well from their starting points. Older children are confident communicators who are developing important social skills and building strong friendships. Babies develop a sense of belonging and security at the nursery. They enjoy looking at photographs of their family and are developing well in their spoken language skills. Children in all rooms are acquiring the key skills they need for future learning.

Setting details

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| Unique reference number | 254614 |
| Local authority | Nottingham |
| Inspection number | 10072692 |
| 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 | 1 - 4 |
| Total number of places | 89 |
| Number of children on roll | 86 |
| Name of registered person | The Greenfields Centre Limited |
| Registered person unique reference number | RP904876 |
| Date of previous inspection | 27 April 2016 |
| Telephone number | 0115 8418441 |

Greenfields Day Nursery registered in 1989. The nursery opens from Monday to Friday for 49 weeks of the year. Sessions are from 8am until 6pm. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and level 3, and one has a level 4 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

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