

Greenfields Nursery

Clifton Childrens Centre, NOTTINGHAM NG11 8EY



| | |
|--------------------------|------------------|
| Inspection date | 24 April 2019 |
| Previous inspection date | 24 February 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

- Staff provide opportunities for children to develop their understanding of the world. For example, children make dragon masks when they learn about St George's Day. They use rice and colours to make Rangoli patterns. Children learn about their own and other people's traditions and cultures.
- Staff treat children with kindness and respect. They give children plenty of praise for their achievements and promote positive behaviour effectively. Children learn what is expected of them and behave well.
- The management team reflects on the provision it offers children and their families. It gathers feedback from parents and staff to identify ongoing improvements. Recent changes have been made to the way information is shared with parents about their children's learning. This helps to encourage more parents to take an interest in what children are learning in the nursery.
- Staff complete a written summary of children's progress when they are between the ages of two and three years old. Children reach expected levels of development for their age. They continue to make good progress in readiness for their move on to school.
- Staff complete safety checks of the environment prior to children arriving. They are vigilant to potential hazards. For example, staff sweep up sand off the floor to help prevent children from slipping. This helps to provide a safe environment for children to play.
- Staff do not provide enough opportunities for children to learn about their local community and people who help them.
- Staff attend meetings with the manager to reflect on their practice. However, staff's professional development is not sharply focused on consistently raising the quality of teaching, to have the most beneficial impact on children's achievement.

What the setting needs to do to improve further

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

- offer children more opportunities to develop their knowledge and understanding of their local community and people who help them
- strengthen opportunities for staff to extend their professional development to help raise the quality of teaching and to promote high levels of children's achievement.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibilities regarding child protection. They know the action they must take if they have any concerns about a child or colleague. This helps to keep children safe. Staff share information about children's learning and development with schools that they will attend. This supports consistency in children's development. The manager has an overview of all children's abilities. Any concerns about children's development are picked up quickly and support is put into place. The manager and staff support children with special educational needs and/or disabilities well. They have good links with other professionals and parents and share information about children's development effectively.

Quality of teaching, learning and assessment is good

Staff are well qualified and know how to support children's interests through play to help them learn and develop. They observe and assess children's abilities and identify what they need to learn next. Staff provide opportunities for children to develop their literacy skills. For example, they offer them different brushes such as a toothbrush and paintbrush to use with paint. Children make marks on paper and explore how colours can change. Staff encourage children to develop their mathematical skills. For example, children copy them when they count to seven and recognise the number seven. Staff encourage children to develop their communication and language skills. For example, they ask children to take dummies out of their mouths, to help them speak more clearly. Children answer the good range of questions that staff ask them and are keen to share their thoughts and ideas.

Personal development, behaviour and welfare are good

Children's good health is promoted as they are provided with nutritious snacks. Children help staff to plant and grow carrots in the garden and develop an understanding of how food grows. Children are independent and follow good personal hygiene routines. For example, staff ask them to wash their hands prior to eating and to wipe their face and hands afterwards. Staff use a variety of ways to promote children's emotional development, particularly when they first attend. They find out from parents about children's individual needs, such as comforters they use. This helps staff to settle children if they are upset when parents leave. Children quickly settle and are confident to explore and investigate their surroundings.

Outcomes for children are good

Children who are in receipt of funding make good progress across all aspects of learning from their starting points. They demonstrate good physical skills, such as hand and eye coordination. For example, children use spades to scoop sand into buckets and funnels. Children demonstrate a good imagination. For example, they build and construct using wooden blocks to make bridges and houses. Children solve problems in their play. They think about how they can turn shapes around to fit into a puzzle, showing their mathematical skills.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY375094 |
| Local authority | Nottingham |
| Inspection number | 10102709 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 2 - 2 |
| Total number of places | 16 |
| Number of children on roll | 14 |
| Name of registered person | The Greenfields Centre Limited |
| Registered person unique reference number | RP904876 |
| Date of previous inspection | 24 February 2016 |
| Telephone number | 01158762623 |

Greenfields Nursery registered in 2009 and is situated in Nottingham. The nursery employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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

