

Greenhays Nursery School Ltd

Green Lane, Red Lodge, Bury St. Edmunds, Suffolk IP28 8LD



Inspection date	27 June 2019
Previous inspection date	2 June 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- All those involved with the nursery aspire to achieve high-quality provision. The dedicated staff team works together to create captivating play-based learning opportunities for children in the inviting and comfortable nursery.
- Staff listen to children and value their contributions. As a result, children are highly involved and engaged in their learning. For example, older children vote on which of two options they would like to have in the sensory play tray. They then relish the opportunity to explore ice as an activity that they have chosen.
- Managers consider the views of staff, parents and children when they evaluate the quality of provision. For example, as a result of feedback from parents, the staff team has redeveloped the outdoor area used by older children. This has provided children with enhanced opportunities for play and learning. Staff sought out children's views and wishes for the outdoor area to include their ideas.
- Staff treat children's well-being and personal development as paramount. Children's exemplary behaviour demonstrates that they feel valued and secure at the nursery.
- Managers ensure that the setting is well organised. As a result, all staff have a clear understanding of their roles and responsibilities. This helps daily routines and activities to run smoothly.
- All children make excellent progress in their learning. This is because teaching is highly responsive and attuned to their individual needs. Staff continuously observe and assess what it is that children can do and identify their interests. They recognise where children need extra support to ensure their progress and focus their teaching accordingly.
- Managers use information from their highly effective monitoring of children's development and progress to review the impact of teaching. They ensure that all children receive the support they need to make strong progress. As a result, all children are well prepared for the next stages in their learning.

What the setting needs to do to improve further

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

- implement the existing plans to enhance provision in the outdoor area provided for younger children, to further encourage them to explore their environment.

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 talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation, including records of children's learning.
- The inspector carried out a joint observation of a planned activity and evaluated practice with the manager.
- The inspector spoke with a small number of parents and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of leadership and management is outstanding

Staff are highly motivated to build on their knowledge and skills. They seek out new knowledge through their own research and by completing training courses. During regular staff meetings they share their knowledge about what they have learned. The arrangements for safeguarding are effective. Staff have a clear understanding of how to recognise and respond to the signs that a child may be at risk of harm. Managers frequently ensure that staff are up to date with current issues relating to safeguarding children. Staff work in close partnership with parents to identify when children or families need extra support, to ensure children's well-being. They advise parents and support them to seek appropriate help.

Quality of teaching, learning and assessment is outstanding

The qualified staff team skilfully extends children's learning. For example, staff respond to children's fascination with the different sizes of the ears of elephants. When children become captivated and engaged by the subject, staff do further research. They teach children about the patterns on giraffes and zebras and how these can also differ. This builds children's understanding of the world. It encourages them to show high levels of attention to detail and notice differences. Staff working with the youngest children focus on following their interests and are alongside them during their play. They playfully support children's learning and introduce new ideas to them. Staff regularly read children stories and sing songs with them. This helps children to learn many new words and builds their language skills.

Personal development, behaviour and welfare are outstanding

Children's well-being is excellently supported. For example, staff ensure that during hot weather children drink plenty of fluids and that they do not play out in the sun during the hottest parts of the day. Managers offer parents a home visit before children begin. They carry out this visit with a member of staff. This helps staff to get to know children extremely well from the outset. Key persons use their knowledge of children to offer them a settled and positive relationship. Children feel content and at home in the cosy areas of the nursery, and staff support them to rest and play according to their own energy levels. Staff's warm approach to children means that they feel valued and respected. Staff sensitively give children important messages that reinforce and encourage positive behaviour.

Outcomes for children are outstanding

All children are highly motivated and eager to join in with the wide variety of learning activities that staff provide. Children concentrate and persevere to achieve their goals. Younger children harmoniously play alongside each other and older children get along well together. Older children gain strong skills in numeracy and literacy, for example the ability to identify words that rhyme. All children develop confidence and skills in speaking and listening. They are very effective communicators. Children learn to climb and balance. They enjoy being active. Children learn how to keep themselves and others safe. They deftly use a variety of tools such as paintbrushes and pens.

Setting details

Unique reference number	251498
Local authority	Suffolk
Inspection number	10072656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	38
Number of children on roll	52
Name of registered person	Greenhays Nursery School Ltd
Registered person unique reference number	RP523216
Date of previous inspection	2 June 2016
Telephone number	01638 750658

Greenhays Nursery School Ltd registered in 1986. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. This includes the deputy manager, who holds a level 4 qualification. The nursery opens Monday to Friday from 7.30am until 5.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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