

Inspection of Greenfields Nursery at Bilborough Childrens Centre

Bilborough Childrens Centre, Wigman Road, Nottingham NG8 4PD

Inspection date: 6 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted by warm welcoming practitioners as they arrive at the nursery. They confidently and quickly settle at activities. Children eagerly play with their friends, washing dolls or moulding play dough. They have access to a wide variety of resources. Their imaginations are captured by the 'curiosity cube', which contains a wide range of different objects used to create light. This sparks interesting discussions about the different items within the box. Children demonstrate great motivation to learn. They mix powder paints and water by using sticks to beat drums. They excitedly notice that in doing so they create new colours. Practitioners are attentive to the needs and emotions of the children, supporting their well-being. Children feel safe and secure. Even the newest children to the nursery settle quickly with the support and nurture of their key person. Children's creations are displayed on the 'wonder wall'. They proudly talk about their pictures and the experiences that they have captured. This helps to promote their confidence and self-esteem. Outdoor play provides an exciting learning environment for children to run around, sing and play games such as 'what's the time Mr Wolf?' Practitioners have high expectations for children's behaviour. They model manners and social skills. In turn, children are polite and play nicely with their peers, sharing toys and taking turns.

What does the early years setting do well and what does it need to do better?

- Practitioners provide children with a wealth of experiences to develop their knowledge of the world. Practitioners use what they know of children's experiences at home and build upon this. For example, children enjoy trips on the local bus. For many children this is their first experience of using public transport.
- The nursery promotes early reading. Children and families can borrow books from the 'lending library' to read at home. However, not all parents use this facility. Practitioners do not support parents consistently to develop their child's learning at home.
- The nursery works closely with the community. For example, children and their families are encouraged to donate food to the local food bank. The children participate in charity runs and annual fundraising events. This ethos helps to teach them about those less fortunate than themselves. Children learn to be thoughtful and kind towards others within their community.
- Practitioners regularly use assessments to identify gaps in children's learning. They use what they know about children to plan activities that support their development. For example, practitioners put out cars for a child who is finding the transition progress difficult. This helps them to settle.
- Practitioners create a culture of independence. They encourage children to dress themselves for outside play, supporting them to zip up their wet suits. Children

run and play freely and are cautious of one another when riding on the bikes. However, they are not offered enough outdoor play opportunities to fully promote their physical development.

- Practitioners support children who speak two languages well. They obtain a list of key words from parents and translate 'daily sheets' into the child's home language. Older children learn mathematical language and talk about quantities, such as 'half' and 'quarter', as they fill the jugs with water. Children allow their imaginations to wonder. They talk about how they drive themselves to nursery. Staff listen attentively and build on these conversations.
- Practitioners support children's understanding of healthy eating. At snack time, children are supported to carefully chop up a variety of fruit. During mealtimes, practitioners encourage children's understanding of healthy lifestyles as they talk about the benefits of eating vegetables. Children eat well using their knife and forks.
- Leaders and managers have thorough recruitment and induction processes. Practitioners speak very highly of this and feel supported with their workload. They state that the training they receive improves their practice. Day-to-day discussions, staff meetings and regular supervisions help to keep them motivated. Practitioners say that they enjoy working at the nursery.
- Partnership working is good. Practitioners liaise closely with local schools to support children's school readiness. They also invite teachers to meet and observe children in the nursery to create a smoother transition.

Safeguarding

The arrangements for safeguarding are effective.

The manager and practitioners have a robust understanding of the signs and symptoms that indicate a child is at risk of abuse or neglect. They know what procedure to follow to protect children from harm. The setting has effective safeguarding procedures and policies in place. These are implemented and upheld effectively by the practitioners. The manager stays up to date with all designated safeguarding training and attends regular updates. Practitioners are aware of health and safety requirements. They carry out visual and written risk assessments in the nursery each day. This helps keep children safe.

What does the setting need to do to improve?

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

- encourage parents to support home learning to promote to the best possible outcomes for children
- provide further opportunities for children to access outdoor play, to promote their preferred learning styles and encourage them to develop a healthy lifestyle.

Setting details

Unique reference number	EY395829
Local authority	Nottingham
Inspection number	10071792
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	31
Number of children on roll	41
Name of registered person	Tate, Judith Caroline
Registered person unique reference number	RP908714
Telephone number	0115 9425283
Date of previous inspection	2 October 2015

Information about this early years setting

Greenfields Day Nursery at Bilborough Childrens Centre registered in 2009 and is situated in Nottingham. The nursery employs seven members of childcare staff. Of these, five hold a relevant childcare qualification at level 2 or 3, and one holds level 4. The nursery opens Monday to Friday from 8am until 4.30pm, during term time only. It offers funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- The inspector completed a 'learning walk' across all areas of the nursery. She spoke with the provider and staff to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed a joint observation with the manager. The inspector and the provider evaluated the teaching and learning that took place.
- The inspector held a meeting with the nursery provider. She reviewed documentation, such evidence of the suitability of staff working in the nursery and staff training.
- The inspector held discussions with parents, staff and children at appropriate times throughout the inspection.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019