

Inspection of Greenacres Day Nursery

68 Priory Road, Hampton, Middlesex TW12 2PN

Inspection date: 17 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff offer a welcoming and stimulating learning environment where children feel safe and secure. Older children learn to self-register when they arrive at the setting. They make friends to play with and develop a good sense of belonging and community. Babies form close bonds with staff, who are nurturing and attentive to each child's individual needs. Younger children enjoy a range of activities, such as exploring sand and playing peekaboo with staff in the sensory room. Older children enjoy playing with their room staff, who use children's interests as a starting point for learning. Staff have developed play spaces to provide great learning opportunities. For example, children delighted in playing in the role-play hairdressers. They pretended to cut, blow dry and style each other's hair and took pride in the finished product. Children learn about their wider community and benefit from taking part in inter-generational activities. For instance, children regularly visit their local care home, where they sing songs and share resources with the residents. Children are encouraged to be independent. Babies feed themselves and have developed good physical skills. Older children enjoy social mealtimes and show high levels of maturity as they cut their own fruit and serve themselves, demonstrating good physical and social skills.

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

- The manager and staff have a good understanding of how children learn and develop. They know their key children very well and plan activities based on their interests and abilities. Staff evaluate effectively the impact of activities on children's progress, including children with special educational needs and/or disabilities. The manager regularly monitors the progress children make to ensure all areas of learning are met. All children make good progress from their starting points.
- The dedicated and committed manager works well with her staff team to evaluate the effectiveness of the nursery. They have regular meetings and together they reflect on practice and identify areas for improvement. Purposeful supervision meetings and observations of practice support staff to develop their teaching skills. Individually tailored training for staff has a positive impact on experiences for children as staff apply their new-found knowledge and skills.
- Very strong relationships are fostered with parents, who praise the nursery highly. A wealth of information is shared by the staff team about children's care and early learning. For example, next steps in children's learning are shared regularly and ideas are given to support parents to extend children's learning at home.
- Staff teach children about healthy eating options and the effect food has on the body. For example, children regularly visit the allotment and contribute to growing vegetables.

- Children are well behaved. They are kind, considerate and well-mannered and confidently explain nursery rules to each other. Staff are positive role models. Time has recently been set aside for children to collect their thoughts and relax. This further supports their well-being and mindfulness.
- Children make good progress with their literacy skills. Pre-school children correctly recognise letters in the environment and match them to words they are familiar with. Younger children eagerly experiment with mark making. All children enjoy reading stories and regularly take books home to read with their parents.
- Children enjoy playing outside, where they have many opportunities to develop their physical skills. They experience safe risk and challenge as they climb and balance on tyres and climbing equipment. Additionally, regular trips outside of the nursery support children's physical well-being.
- Staff's interactions with children are positive and are used to motivate children to join in and have a go. Staff ask some meaningful questions to test children's understanding. They provide new words to build on their vocabulary. For example, as children enjoyed their nature walk, staff asked them to discuss what they found and describe it.
- Children benefit from a range of stimulating resources that motivate them to explore and experiment. However, there are few opportunities in the baby room for younger children to explore the different textures of natural and real-life resources.
- At times, staff do not make the most of the environment and the opportunities available to support children to explore and make choices in their play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of safeguarding procedures. They have undertaken regular training to help them to recognise possible signs and symptoms of abuse and identify when a child might need additional support. Robust recruitment procedures are implemented and staff's ongoing suitability to carry out their roles and responsibilities is frequently checked. Staff ensure that children are able to play in a safe and secure environment, using detailed risk assessments and following stringent policies and procedures.

What does the setting need to do to improve?

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

- make the most of the learning environments available to fully support children to have access to and explore a range of experiences
- provide more opportunities for babies to have access to real-life and natural resources.

Setting details

Unique reference number	109172
Local authority	Richmond Upon Thames
Inspection number	10138187
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 to 4
Total number of places	46
Number of children on roll	36
Name of registered person	The Greenacres Day Nursery School Limited
Registered person unique reference number	RP908964
Telephone number	020 8941 1493
Date of previous inspection	21 August 2015

Information about this early years setting

Greenacres Day Nursery is one of five settings run by Greenacres Nurseries Limited. It opened in 1999 and is situated in Hampton, in the London Borough of Richmond-upon-Thames. The nursery is open each weekday from 8am to 6pm all year, with extended hours of 7.30am to 7pm. The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications. The nursery is in receipt of funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Becky Phillips

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector carried out a learning walk with the manager and area manager and discussed how the curriculum is organised.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke with staff and children at appropriate times during 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.

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