

Inspection of Greenside Community Nursery

Culverhouse Road, Luton LU3 1PZ

Inspection date: 29 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have good support to help them settle in to the new routine of the nursery. They benefit from the care provided by the kind, friendly and welcoming staff. Children have good opportunities to develop their skills as they play. Staff place a strong emphasis on helping children to build their speaking and listening skills. Children use talking to share their thoughts and ideas. Staff support children who speak English as an additional language to become confident about using their English in front of a group. Many of the children use their home language in their play and staff value this.

Children display high levels of confidence. They happily involve adults in their conversations and play. Children throughout the nursery proudly show what they can do and what they have learned. The topic on hibernation has captured children's interest and imagination across the nursery. Children demonstrate their high levels of interest and good concentration as they play and participate in planned activities. Staff teach children about staying safe. They are creative and inventive, encouraging children to use imaginary seat belts on the garden equipment. Leaders and managers are ambitious and demonstrate their determination to continue to develop practice and to raise standards to an even higher level.

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

- Children's behaviour is exemplary. They consistently demonstrate their excellent ability to listen and follow instructions. Staff support children extremely well, helping them to learn about the nursery's golden rules. This effectively promotes children's personal, social and emotional development.
- Partnerships with parents are very successful and in most cases, are superb. Staff take time to get to know as many members of each family as possible. Staff make very effective use of the home visits. They learn about children's home life and experiences. This helps to ensure staff are well placed to support children's learning from the start.
- Parents speak highly of the staff and what they offer children. Parents share important information about children at the handover with staff. This helps to ensure staff know when children have not slept well or if they have not eaten breakfast. Parents frequently participate in supporting their children's learning at home. The oldest children talk confidently about how they share topic information with their family and how they work together to produce the show-and-tell items.
- Children benefit from the worthwhile book-sharing scheme. They have time to look at a book with a member of staff before taking it home to read with their family. This has the positive benefit of promoting a love of books and a shared

experience with their family. Staff plan experiences that introduce children to new ideas and give them the opportunity to investigate for themselves. Young children explore everyday objects with staff. They touch the soft bristles on a small brush and imitate brushing their skin gently.

- Children enjoy daily time outdoors. They get involved in energetic play that helps to promote their physical well-being. Staff provide a wide range of resources that enable children to enjoy worthwhile experiences. Children delight in using the construction resources, challenging themselves to build tall towers. Other children act out being a shopkeeper and customers. Children show they are developing good mathematical skills as they count and use money.
- Staff effectively track children's progress and use assessment well to help them understand children's learning needs. All children make good progress. Most staff are skilled in identifying children's next steps in learning. They use these to offer children challenging and interesting experiences.
- Staff benefit from regular supervision meetings. They identify their strengths and training needs. Managers and senior staff use observations of practice and help staff develop their skills. Some less-experienced staff would benefit from direct guidance from staff who consistently deliver high-quality teaching.
- Partnerships with the on-site school are strong. Senior staff at the nursery work closely with early years staff in school to support children in their move to the Reception class. However, they are not working as closely with other schools that children move on to.

Safeguarding

The arrangements for safeguarding are effective.

The manager works hard to ensure her staff maintain their secure knowledge of effective safeguarding practice. She attends regular local meetings with others responsible for safeguarding. The manager shares information about local concerns with all staff. As a result, they are aware of issues such as gang crime.

Furthermore, all staff attend training on safeguarding and it is included in team and individual meetings. Staff are clear about their duty to protect children. They explain clearly the procedures they are required to follow should they have concerns about a child or the behaviour of any adults.

What does the setting need to do to improve?

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

- build on the transition arrangements for children moving to Reception class, making sure all schools are included, and explore ways to seek and use feedback about the success of the transitions
- strengthen the emphasis on building less-experienced staff's knowledge of how to support children's learning to raise the standard of teaching to a consistently

high level.

Setting details

Unique reference number	EY547390
Local authority	Luton
Inspection number	10133684
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	103
Number of children on roll	132
Name of registered person	Greenside Childcare Ltd
Registered person unique reference number	RP547389
Telephone number	01582 594 632
Date of previous inspection	Not applicable

Information about this early years setting

Greenside Community Nursery registered in 2017. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at levels 2, 3 and 6. The nursery opens from Monday to Friday for 48 weeks a year. Sessions are from 8am until 6pm. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Reeves

Inspection activities

- The lead inspector was accompanied by a new Ofsted inspector.
- The manager and the inspectors completed a tour of the nursery to understand how the early years provision and the curriculum are organised.
- The lead inspector carried out two joint observations of teaching with the manager. Together, they assessed the impact of teaching on children's learning.
- The inspectors spoke to children and staff at appropriate times throughout the day. The lead inspector spoke to parents of children attending the nursery and took their views into account.
- The lead inspector checked documents relating to staff's suitability and qualifications, including paediatric first aid and safeguarding.

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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