

Inspection of Green Lane Nursery Ltd

11 Green Lane, Buxton, Derbyshire SK17 9DP

Inspection date: 29 September 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are enthusiastic learners who love coming to nursery. Children's interests and love of learning are at the heart of every decision staff make. Staff support children in developing independence rapidly through daily routines and experiences. Children in the under-twos' room confidently put their own shoes and aprons on. Children show deep curiosity about the world around them. For instance, two-year-olds ask questions about what cows eat, after noticing cow manure on a walk. Children gain a breadth of knowledge, while developing their communication skills effectively. They discuss why a lion might need to move quietly, while using their bodies to imitate a lion's movements. The children practise funny voices and sounds while reading familiar stories such as 'The Gruffalo'.

Children explore their place in the community. While visiting the local forest, they demonstrate deep concentration, discovering ways of balancing, climbing, and navigating through complex paths. Children are aware of how to keep safe, as they hold their arms up high while walking through nettles. Staff inspire children to develop a sense of personal responsibility. For example, children explain the importance of cleaning their own plates while independently loading the dishwasher after dinner.

Children behave extremely well. Staff support them to develop firm friendships with each other and to use the setting's golden rules. Children in the two-to-threes' room independently resolve disagreements and comfort each other. Children are courteous and proud of each other's successes. For instance, they congratulate each other for trying new foods. Children settle very quickly at the nursery. They show secure relationships with staff and happily seek reassurance when needed, in the form of a supportive hand or cuddle.

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

- Staff are well qualified and experienced. Their high-quality interactions and inspiring conversations help to develop children's vocabulary and confidence in speaking very well. For example, children have imaginative discussions with staff about where milk comes from and discover the word 'udder'. Staff use many effective strategies to develop children's communication and literacy skills. Children in the under-twos' room particularly enjoy practising sounds while dancing the hokey-cokey.
- Staff know the children extremely well and can talk about their needs, next steps in learning and unique personalities in depth. They use their knowledge of children's interests to create exciting development opportunities. For instance, a small-world 'marina' was created to spark the children's imagination, as a result

of a child enjoying water play. Children gain knowledge about helping the environment, while developing their language and counting skills. Staff enable children to lead their own play and make choices about their learning, fully engaging them in play.

- Staff are highly ambitious in what they want children, as individuals, to learn. They plan opportunities to develop children's resilience and social skills while broadening their learning experiences, including swimming lessons and visiting the 'ladies and gentlemen' at the local care home. Children have an attentive attitude to learning and are proud of their achievements. They ask others to look at their accomplishments on display on the 'proud cloud'.
- Staff and leaders continuously monitor children's education and care needs, identifying potential gaps in learning effectively. They are highly responsive in providing meaningful, targeted support throughout the daily routines where beneficial, including for children with special educational needs and/or disabilities.
- Staff recognise the importance of children's emotional and social well-being. They support children in understanding and explaining feelings. Children demonstrate empathy, for example imagining and explaining how 'Tiddler the fish' would feel trapped in a net and why. Staff are well attuned to the ever-changing needs of children, evident in the adaptable approach they demonstrate towards daily routines.
- Staff have continued to work closely with parents during the COVID-19 (coronavirus) pandemic. Parents comment on feeling 'part of the learning journey' and well supported during children's transitions to new rooms and Reception class. They are particularly complimentary about the sense of involvement they feel sharing children's interests with staff as well as their achievements at home. Parents say that staff make a 'colossal effort to make the setting a warm and homely environment'.
- Staff and leaders have high expectations and aspirations for all children, which are successfully implemented across the setting. They set clear boundaries for children, including key road safety instructions while walking to the forest. Children listen intently to staff and each other, fulfilling high behavioural expectations.
- The nursery is led exceptionally well. Leaders strive to enhance children's experiences and continually evaluate what they want children to learn. They work alongside staff, adapting the environment and aims of the nursery based on extensive research and clear vision. The new focus on open-ended natural resources supports children in developing their problem-solving skills rapidly. For example, young children turn and adjust pine cones, discovering how to fit them into egg boxes. Leaders ensure changes are consistently implemented and continuously develop staff through high-quality professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough and broad knowledge of how to keep children safe from

harm. The site is secure and there are clear procedures in place for visitors. There is a strong culture of safeguarding within the setting. Staff implement effective measures, ensuring children are safe while in the community, and give children the knowledge to keep themselves safe. Staff and leaders know the children and families well and are alert to concerning signs and symptoms. They are confident in fulfilling their responsibilities, including reporting and escalating any concerns. There is a thorough recruitment process to ensure the ongoing suitability of all staff, including temporary staff.

Setting details

Unique reference number	206257
Local authority	Derbyshire
Inspection number	10072525
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 at time of inspection	0 to 4
Total number of places	60
Number of children on roll	100
Name of registered person	Green Lane Nursery Ltd
Registered person unique reference number	RP901389
Telephone number	01298 767505
Date of previous inspection	16 May 2016

Information about this early years setting

Green Lane Nursery Ltd registered in 1998. The nursery employs 26 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector, deputy manager and curriculum leader conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed staff and children of all ages throughout the setting, assessing the quality of education and its impact on all children's learning and development.
- The inspector, manager and deputy manager observed and evaluated an activity and its effectiveness.
- The inspector spoke to a range of parents and took their views into account.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.
- The inspector held discussions with leaders, managers and staff regularly throughout the inspection.
- The inspector talked to children about their time at nursery.

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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