

# Inspection of Little Learners At Greenhall Nursery

Greenhall Nursery, Second Avenue, Stafford, Staffordshire ST16 1PS

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Inspection date: 12 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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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 and parents are greeted warmly by the pleasant and professional staff. Children settle in quickly at the nursery and confidently choose what they would like to play with. Children display positive behaviour. They happily follow the routines of the nursery and are respectful to staff and each other. Children receive gentle reminders to take turns, share and use their manners. Children receive an abundance of encouragement and praise for their achievements, which helps to boost their growing self-esteem. Children are confident and display an enthusiasm to learn. They learn through an effective balance of adult-led activities and child-initiated play. As a result, all children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

Children and babies develop close bonds with their key person as well other staff. This helps children and babies to feel familiar with the nursery and to feel confident and safe within it. All children are treated with care and respect by the nurturing staff, who show that they value them as individuals. Children are supported to have an awareness of diversity through creative activities, resources and conversations.

Children have lots of fun being creative. They use paint and paintbrushes to create artwork and talk about the different colours they make when the paints mix together. Sensory activities capture babies' curiosity. They have lots of fun exploring the texture of shaving foam. Staff skilfully introduce new words as babies play, to support their growing vocabulary.

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

- The manager is dedicated and passionate about her role. She ensures that the nursery provides inclusive care and education for all children and their families. The manager and staff gather detailed information from parents before their children attend the nursery. This helps to ensure that staff know children's individual interests and needs, to plan for their future learning. Staff implement effective care plans for children with SEND. The manager ensures that staff are trained in a range of areas to meet all children's individual needs.
- The manager and staff develop positive partnerships with parents. They keep parents informed of the progress their children are making and the care they receive. During the COVID-19 (coronavirus) pandemic and periods of lockdown, the manager remained in contact with parents and families to check on their well-being. Parents say that they are happy with the care their children receive and the progress they have made since attending the nursery. They say that their children have progressed in confidence and developed their social skills.
- Older children have developed friendships with each other and happily play

together. They have lots of fun discovering the different textures of a pumpkin and test out their ideas with determination when trying to make a hole in the pumpkin. Children display skills in handling tools and resources safely and with increasing control. For example, children use knives carefully to cut into the pumpkin.

- Children and babies have opportunities to develop their physical skills. Older children enjoy riding on bikes and scooters. They carefully navigate the space around them and know to take care not to bump into others. Babies are supported well to develop their emerging walking skills. The room is organised so that babies have plenty of space to pull themselves up on furniture and soft climbing apparatus.
- Children develop an understanding of the world around them and changes to the environment. Staff ignite children's interest as they explore the outside area on a nature walk. Children collect leaves and describe how they have changed colour and have fallen from the trees. Staff plan exciting and enjoyable activities based on children's interests. However, staff do not consistently offer challenging learning experiences for older and most-able children, to build on what they already know and can do.
- Children develop their skills for independence. Older children pour their own drinks at mealtimes and use a knife and fork correctly. Babies develop their hand-to-eye-coordination as they feed themselves. Older children learn to manage their self-care and wash their hands before mealtimes and after using the toilet. However, staff do not build on this to develop children's awareness of the importance of living a healthy lifestyle.
- Children are encouraged to develop a love of books. During story time, children snuggle up to staff and listen intently to the story. Staff skilfully capture children's attention as they enthusiastically read to them with expression and intonation. Children and babies learn new sounds, words and language. They develop early literacy skills in readiness for the next stage in their education.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe from harm. All staff have completed safeguarding training and ensure that children's safety and protection are priority. The manager regularly quizzes staff to confirm that they understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse. The manager has attended safer recruitment training to ensure the suitability of new staff and the ongoing suitability of existing staff. The nursery is safe and secure. Staff routinely check all areas used by children to ensure their safety. Staff are trained in paediatric first aid and are attentive to children's needs.

## What does the setting need to do to improve?

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

- provide more challenging experiences for older and most-able children to build on what they already know and can do, in readiness for the next stage in their education
- support staff to recognise opportunities to enhance children's understanding of the benefits of living a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY560887
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10204241
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Greenhall Nursery Governing Body
<b>Registered person unique reference number</b>	RP560886
<b>Telephone number</b>	01785 246159
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Learners At Greenhall Nursery registered in 2018 and is situated in Stafford. It operates from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery employs 16 members of staff. Of these, eight hold appropriate early years qualifications at level 3, two hold qualifications at level 6 and three hold qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together to look at how the nursery is arranged and how the curriculum is planned to meet children's needs and stages of development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the 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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