

Inspection of Greenview Nursery

Greenview Nursery/the Old School, Capel Street, Folkestone, Kent CT18 7EY

Inspection date: 12 October 2021

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children enjoy the freedom they receive to explore their environment and choose the activities they want to take part in. They have fun as they play and learn. This is because the staff know children well and set out resources that capture their interest. Children show great concentration as they pretend to make cakes with dough and work together to dig for worms. Children make good progress in their learning, supported effectively by staff who offer encouragement and praise.

Children behave very well and have good social skills. They approach staff happily for attention or to share their ideas. The youngest children form strong attachments to staff. This helps them to settle and feel secure.

Children make very good use of the well-planned and exciting outdoor spaces. Older children engage in charming conversations with staff and with their friends as they relax in a wooden boat in the forest school area. They develop good coordination and control as they create assault courses, play with balls and steer ride-on toys.

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

- The leadership of the setting is strong. The provider and manager have clear ambitions to continually improve the quality of the care and teaching. The manager works closely with the staff. She has a good awareness of the areas of strengths within the team, as well as areas for further development. Each member of staff receives regular support through one-to-one supervisions and team meetings.
- Activities are almost entirely led by children's ideas and interests. The success of the curriculum relies on all staff knowing the learning goals for each child so that they can target support precisely during activities. Overall, this works well. Each key person skilfully identifies what their key children know and need to learn next. This includes children who have special educational needs and/or disabilities. Staff share this information effectively with their colleagues.
- Children gain confidence and positive self-esteem as a result of the encouragement and praise they receive. All staff interact positively with children. They listen to what they say and help them to practise new skills. For example, as a group of excited children work together to drape a member of staff in dressing-up clothes, she helps them to consider sizes and predict what will fit. Although all interactions are positive, some staff are more confident than others at recognising spontaneous opportunities that arise to extend children's learning.
- Staff promote children's language development particularly well. They speak clearly and introduce new vocabulary, such as describing the snacks as 'delicious'. Children chat happily as they play, confidently sharing stories, asking

questions and making jokes with their friends. They love to listen to stories read by staff and select books independently. They confidently turn the pages and use the familiar pictures to retell the story.

- There are many good opportunities for children to express themselves creatively. They enjoy role play, cooperatively making up stories and acting out characters. The younger children benefit from constant access to resources for drawing and painting. Staff working with the older children focus on helping them to develop skills such as cutting and painting. However, older children do not receive the same encouragement to freely explore materials for art and design as they do for all other areas of learning.
- Children's health is promoted well. They learn about the importance of healthy eating and good oral hygiene. Children are very independent in their self-care, remembering to wash their hands after toileting and before eating. Staff place a high priority on supporting children's mental well-being.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment procedures are robust and there are effective arrangements to check the suitability of all staff. The manager and staff have a good understanding of their responsibilities to safeguard children. They are aware of the potential indicators that a child is at risk and have clear procedures for reporting any concerns. Staff complete regular training and the manager poses scenarios and uses quizzes to check that their knowledge is up to date.

What does the setting need to do to improve?

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

- strengthen further the support for those staff who are less confident in identifying teachable moments that arise as children play
- review and improve the opportunities for older children to access a range of materials to explore their own art and design ideas.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY485159 |
| Local authority | Kent |
| Inspection number | 10209103 |
| 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 | 1 to 8 |
| Total number of places | 42 |
| Number of children on roll | 60 |
| Name of registered person | Greenview Nursery Limited |
| Registered person unique reference number | RP534261 |
| Telephone number | 01303232525 |
| Date of previous inspection | 18 August 2016 |

Information about this early years setting

Greenview Nursery registered in 2014. The nursery operates from the Old School building in Capel-le-Ferne, Kent. It is open Monday to Friday from 8am to 6pm, all year round. The provider receives funding to provide free early education for children aged three and four years. There are 10 staff. Of these, one holds a relevant qualification at level 4, and six are qualified at levels 2 or 3.

Information about this inspection

Inspector

Liz Caluori

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager led the inspector on a tour of the setting and explained the intentions of the educational programme.
- The inspector observed the interaction of staff and children during a range of activities and undertook a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- A range of relevant documentation was viewed.
- The inspector considered the views of parents and carers, gathered 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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