

# Inspection of Greenacres (Den)

16 Ripley Road, Hampton, Middlesex TW12 2JH

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Inspection date: 2 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children build, strong, close, nurturing relationships with staff. They take time to get to know children well and use their interests to provide activities that children enjoy. Children concentrate well and persevere with tasks. Children get involved in different, interesting activities. For instance, they are creative when they make individual cornflour mixtures by adding colour and scent. Children enjoy kneading, rolling, and stretching play dough to make different things, such as worms. Children respond to staff who ask them questions to support their mathematical development, such as 'Which is the longest or shortest?'

Children behave well, overall. They know what staff expect of them because they share group rules with children. Children respond well to the effective praise and reward staff use to support children's positive behaviour. Children learn to respect themselves and each other. For example, they learn about different cultures because staff talk about and celebrate special events, such as Diwali and Hanukkah. Children use toys, resources and books that are culturally diverse, and this helps to support their understanding and respect for different cultures. Children engage well with the curriculum, which is interesting and stimulating and covers all areas of learning. Children learn good skills in preparation for school.

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

- Staff link planning very closely to children's individual needs. They use their regular observations, along with useful information from any professionals, to ensure that children have the right challenge. Children make good progress.
- Children develop good communication and language skills. For instance, children enjoy spinning a wheel during group time to select a song. Staff read stories in interesting tones and teach children unfamiliar words that helps to extend their vocabulary.
- Staff support children's good understanding of the world. For example, they teach children about the importance of recycling and encourage them to help sort packaging for recycling. Staff teach children about different animals and their habitats. For example, children use soil and leaves to make habitats for snails.
- Staff support children's physical development successfully. For instance, children climb up a climbing wall, and move across different apparatus to develop good climbing and balancing skills. A sports coach and a weekly movement specialist visit the group to offer children further challenges. Staff provide a wide range of activities in the well-resourced outdoor area.
- Staff help children to gain good early mathematical skills. For example, they enjoy recognising and matching numbers while they play floor dominoes. Staff sing number songs with children, which help to develop children's ability to

count. They learn to match number with quantity to secure their knowledge.

- Staff have excellent partnerships with parents and other professionals. They keep parents well informed of their children's progress. Staff provide successful opportunities for parents to support children's learning, such as curriculum evenings for parents to share how children learn. Staff work very closely and effectively with other professionals involved in children's lives, to promote best outcomes for them.
- The manager supports staff well. She meets with them regularly to discuss workloads and well-being, providing support where needed. The manager is committed to staff development. They have attended a range of courses, including one on autism spectrum disorder which led to better understanding and outcomes for children.
- Staff teach children how to live healthily. They teach children about the benefits of keeping physically active and eating nutritious meals and snacks. Staff promote oral hygiene well. For example, they invite local dentists to visit the nursery to talk to children about the importance of looking after their teeth.
- Children learn to do things for themselves. For instance, they put on their coats and shoes and help to prepare their fruit snacks. They help to tidy up at the end of a play session. Children are developing independence.
- Staff, mostly, manage children's behaviour effectively. They are fair and transparent in their approach and share their expectations with children. However, at mealtimes some children find it hard to take turns and share, which leads to other children having smaller quantities of food. In addition, in some instances when children serve themselves, staff do not promote good hygiene habits.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good awareness and secure understanding of the possible signs and symptoms that a child may be at risk of abuse. They understand the procedures that they must follow to keep children safe from harm. Staff are aware of possible signs that a child or family could be at risk of coercion into extreme beliefs and behaviours. They know how to report their concerns to the relevant agencies to protect children from harm. The manager ensures staff keep their skills and knowledge up to date by attending regular safeguarding training. They have good measures to keep children safe. Staff check all areas of the nursery, including the outside play space, to reduce the risk of hazards.

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

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

- encourage children to learn to take turns and share, particularly at mealtimes

- review the methods used for children to serve food to help them follow hygienic practice.

## Setting details

<b>Unique reference number</b>	EY310089
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10138186
<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>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	The Greenacres Day Nursery School Limited
<b>Registered person unique reference number</b>	RP908964
<b>Telephone number</b>	0208 783 1400
<b>Date of previous inspection</b>	5 November 2015

## Information about this early years setting

Greenacres (Den) registered in 2005. It is located in Hampton in the London Borough of Richmond-upon-Thames. The nursery is open Monday to Friday, from 7.30am to 3pm, during term time only. There are six staff, including the manager. Of these, four staff hold appropriate early years qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 went on a learning walk around the nursery with the manager and discussed the curriculum.
- The inspector carried out a joint observation of a group activity, with the manager.
- The inspector observed the interaction between staff and children and spoke with children, when appropriate.
- The inspector tracked the progress of several children.
- The inspector checked some documentation and held a discussion with the manager.
- The inspector considered the views of staff and parents 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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