

Inspection of Little Green Day Nursery

Unit 1-2, Oadby Place, Leicester Street, STOCKPORT, Cheshire SK5 6NG

Inspection date: 28 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children develop well and are supported by enthusiastic, caring and dedicated staff. Children follow routines and respond well to instructions and directions. They listen carefully and their behaviour is good. The intent and impact of the curriculum is clear. Staff support children who speak English as an additional language well, providing translated key words and sign language. They also support children with special educational needs and/or disabilities (SEND) using Makaton and objects of reference. Children feel included and valued.

The outdoor areas include natural surroundings with trees, a mud kitchen, logs to sit on and wooden climbing frames. These areas are extremely well thought out to accommodate different ages and children's interests. Children are happy and engaged when playing outdoors. Staff have developed robust settling-in procedures to support transitions for children starting at the nursery or moving between rooms. Leaders take a flexible approach and stagger transition for children who need extra time and support. Parents are invited to information evenings prior to their child starting. Leaders and staff have carefully planned a school-readiness programme to support children in the pre-school room with developing skills and meeting new teachers, and to help prepare them for change.

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

- Overall, staff promote communication and language well. For example, children enjoy daily singing, rhymes and stories. Staff model age-appropriate language and provide a running commentary. However, staff do not always give children enough time to answer questions and process new words. This means children's communication skills are not consistently promoted to the highest level.
- There are strong relationships between children, staff and parents. This reflects a positive and respectful culture. Children approach staff for comfort and praise. For example, when tired babies reach out for their key person, they are gently soothed to sleep. Staff understand and provide high levels of care for children's individual needs.
- Parent partnerships are strong. They know their child's key person, and the nursery uses online platforms and an open-door policy to successfully keep parents up to date on their child's next steps. This promotes effective information sharing and a consistency of care for children.
- Leaders support staff well. They identify training needs and reward staff performance. This means that staff well-being is high and they feel supported by leaders. As a result, staff create a happy and caring environment for children.
- Changes during COVID-19 included parents being met at the door and staff bringing children in and out of the nursery. This has continued and promotes independence. Parents are welcome to enter should they wish to. Parent

information evenings help families and children with the move on to school and adapting to change during transitions.

- Children behave well and show respect for resources, the environment and each other. Children engage in a variety of activities such as leaf printing and role play with puppets and props. However, resources do not consistently offer a wide range of opportunities for children to explore real-life enhancements during their play. For example, children use interactive resources which do not have batteries and make 'pumpkin soup' with a plastic pumpkin instead of a real one. This does not consistently ensure that children are given the very best opportunities to support their learning.
- The nursery cook offers a variety of healthy food. She also encourages the children to plant and grow their own produce in the pre-school allotment, which they then pick and eat. Children are taught to self-serve and given special mealtime helper roles, developing their independence beautifully. Toothbrushing and oral hygiene are implemented daily from a young age, embedding good practice. Children are developing an awareness of self-care.
- Staff identify gaps in children's learning. They know their key children's next steps and current development. Their knowledge of children with SEND is thorough. They identify children's needs early and quickly provide any support needed. They keep parents informed of their child's development and welcome parent input when assessing children's needs. This promotes a consistent approach for children's care.
- Children develop an understanding of the wider world. For example, they go on trips to the local park and library. This allows children to meet people in the local community and helps prepare them for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

All staff have solid knowledge of their roles and responsibilities to protect children from harm. Leaders ensure that training is up to date and offer further opportunities for staff to extend their knowledge. Staff share information with each other and outside agencies to ensure that children and their families are well supported and monitored where needed. Staff address online safety with parents in order to keep their children safe. Staff are confident with how to report concerns, both internally and externally via the local authority, if necessary. Staff to child ratios are always maintained and supervision of children in the environment is of high priority.

What does the setting need to do to improve?

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

- ensure that language is consistently and correctly modelled, and allow children

time to think and process information, to further develop their communication skills

- provide opportunities for children to explore real-life experiences through their play.

Setting details

Unique reference number	EY459532
Local authority	Stockport
Inspection number	10236097
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	85
Name of registered person	Little Green Day Nursery Limited
Registered person unique reference number	RP904937
Telephone number	01612307733
Date of previous inspection	6 January 2017

Information about this early years setting

Little Green Day Nursery registered in 2013. The nursery operates from 7.30am to 6pm, Monday to Friday, in the North Reddish area of Stockport. The nursery employs 21 members of childcare staff, all of whom hold appropriate early years qualifications between levels 2 and 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Mortin

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 provider.
- The manager and the inspector completed a learning walk together of the provision and discussed the early years curriculum, intent and intended impact.
- The manager and inspector carried out a joint observation of a group activity and discussed the quality of teaching, with communication and language being the focus.
- The inspector held regular discussions with the provider and manager to discuss their vision, intent, action plans and overall strengths.
- The inspector observed lunchtime and joined the pre-school children in the classroom carrying out self-service and mealtime helper routines.
- The inspector spoke to staff throughout the inspection to understand their safeguarding knowledge and to ask about their key children and how they plan for children's next steps.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspections and took account of their views.
- The inspector met with the local authority early years advisor and discussed action plans and current strengths.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery, including the induction process for new staff.

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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