

Inspection of Green Nursery School Basford

School House, Queensberry Street, Nottingham, Nottinghamshire NG6 0DG

Inspection date: 28 February 2023

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 are welcomed into the warm, inviting nursery by enthusiastic and dedicated staff. They quickly discover a wealth of resources and activities to enjoy. Younger children develop their small muscles as they squeeze and squash play dough. They use rollers to flatten it and cutters to press down into the dough to cut out recognisable shapes that they confidently name. Toddlers gather round as they listen to a story. They lift the flaps in the book and name the animals, and they then find animals related to the story in a basket. They are helped to build their speaking skills as they imitate the animal sounds from the book.

Children use their large-muscle skills as they sit on balance bicycles and propel themselves forwards with their legs. They start to develop their coordination and core muscle strength as they climb on the apparatus. They sit down and are supported to count 'one, two, three', as they slide down the slide, shouting 'wheel!' as they travel downwards. Children skilfully practise handling balls and build their mathematical understanding as they count carefully while they throw and catch. They practise their mark-making skills as they create pictures on boards using whiteboard pens. Children draw recognisable shapes and point at them, proudly exclaiming, 'A circle!'

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

- The nursery provides children with home-cooked nutritious meals and snacks. Staff promote healthy eating as they sit and talk to children. For example, they remind children about how yoghurt makes their bones strong. Children demonstrate that they understand the importance of eating healthy food as they comment that food gives them energy.
- The management and staff have created a programme of learning for the children that builds on what they already know. Clear next steps, which are shared regularly with parents, identify how to enhance children's learning further.
- Older children have good routines in place. They listen to instruction, such as for tidy-up time, and respond well to this. However, younger children are still learning boundaries. For example, during mealtimes, younger children are still learning how to sit at the table while they eat. When children forget these boundaries, they are asked to stop and are not always given the opportunity to understand why.
- Staff engage and talk to children while they play. However, at times, staff do not always give children the opportunity to think critically and test out their ideas. For example, staff ask multiple questions to children and often do not allow children to process their thoughts and reply. Therefore, children's learning is not always extended to its highest level.

- Children with special educational needs and/or disabilities receive exceptional support. Concerns about children's development are addressed swiftly, and external professionals work alongside the special educational needs coordinator to support the children's progress. The manager ensures that additional funding is spent appropriately, for example to provide one-to-one support for children if they need it.
- The manager and staff provide additional trips and experiences in the local area to enable children to learn about their community and the world around them. For example, children learn about nature as they visit the local park. They collect leaves and conkers as they learn about the seasons, and they feed the ducks and birds as they discover the natural world.
- The highly experienced and dedicated manager ensures that the well-being of her staff is of the utmost priority. For example, she provides the staff with hot meals should they want these. The manager ensures that the staff have regular access to a wealth of online and face-to-face courses to help them build on their knowledge of the early years. The staff say that they are happy to work at the nursery. They receive regular supervision, and they feel supported in their roles.
- Parents speak highly about the 'friendly and welcoming' nursery. They receive regular updates about their child's development. For example, termly meetings with their child's key person enable parents to understand and contribute to their child's next steps. Parents comment that the nursery is 'reassuring and comforting', and this enables their children to settle quickly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a good knowledge of safeguarding children. They confidently identify if a child in their care may be at risk. They receive regular training to help them enhance their knowledge. The manager ensures that she has a good knowledge of all the families and provides effective support for families, ensuring they receive the help and support they may need in a timely manner. Staff understand how to escalate any concerns they may have about a child, including how to deal with allegations regarding colleagues. Regular risk assessments and monitoring of accidents ensure that hazards are minimised appropriately.

What does the setting need to do to improve?

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

- support children's critical thinking and allow them to test out their own ideas to enhance learning to the highest level
- reinforce behaviour expectations with clear explanations to help children understand rules and boundaries.

Setting details

Unique reference number	EY480580
Local authority	Nottingham
Inspection number	10276152
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 4
Total number of places	42
Number of children on roll	47
Name of registered person	Green Academy Trust Committee
Registered person unique reference number	RP529092
Telephone number	0115 8371338
Date of previous inspection	4 July 2017

Information about this early years setting

Green Nursery School Basford registered in 2015 and is situated in Basford, Nottingham. It operates from rooms within Green Crescent Primary School. The setting employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four hold an appropriate qualification at level 3 and four hold an appropriate qualification at level 2. The nursery is open all year round and operates between Monday to Friday, from 8am until 6pm. It provides an after-school club from 4pm until 6pm. A holiday club is provided.

Information about this inspection

Inspector

Stephanie North

Inspection activities

- This was the first routine inspection the nursery 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 completed a learning walk of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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