

Inspection of Green Roots

231-233 Main Road, Southbourne, Emsworth, Hampshire PO10 8JD

Inspection date: 19 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy to attend this welcoming nursery. They show that they feel safe and secure as they play. Children are deeply engaged in their self-selected activities. For instance, babies shriek with excitement as they explore textures and materials. Older children spend time practising their writing skills. They make marks on a large whiteboard on the wall and show staff their efforts. Staff give children constant praise for their achievements. This helps children to develop positive attitudes to learning.

Children behave well. They show kindness towards each other. For example, babies hold hands as they independently drink their milk from bottles. Older children ask their friends if they need help when they spill their drink. Children are developing an awareness of how their behaviour can impact on others.

Children enjoy plenty of fresh air and physical exercise. There are ample opportunities for children to strengthen their muscles. For example, babies use equipment to pull themselves up into a standing position. Toddlers enjoy chasing bubbles and learn how to ride bikes. Older children test out their physical abilities on different balancing and climbing equipment.

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

- Leaders and staff provide a broad curriculum that focuses on children's interests. They plan activities to build on what children already know and can do. Staff skilfully provide learning opportunities for children to talk about recent events. For example, children celebrate the King's coronation. They make crowns and castles from cardboard boxes. This supports learning about topics that children may not learn about elsewhere.
- Children happily make choices and have fun as they engage in their play. For example, they access activities, such as craft, construction and role play. However, on occasions, children do not tidy up after they have finished playing. Staff will tidy up for them. This means that children do not always take responsibility for their toys or the environment.
- Leaders work closely with staff to assess practice and strive for improvement. They check the quality of the provision. For example, they carry out regular audits of the learning environment. Staff have frequent supervisions and say that they work well as a team. This helps to check the quality of the provision and enhance staff skills.
- Mealtimes for babies and younger children are relaxing and comfortable. Staff sit with toddlers and encourage them to feed themselves using knives and forks. However, the transition to lunchtime for older children is loud. For example, on occasion individual children show their discomfort by covering their ears. This

does not consistently meet all children's needs.

- Staff support children's communication and language development well. Children who speak English as an additional language receive the support they need. For example, staff learn key words in various languages. This helps children to feel welcome from when they join the nursery. Staff are fluent in using sign language when they talk to children across the whole setting. The youngest children are competent in using signs to communicate 'please' and 'thank you'. This helps all children to develop good speech and language skills.
- Partnerships with parents are good. They speak positively about the setting and the relationships that children have with staff. Parents gain daily updates about their child's day. They receive photographs of their learning and development on online platforms. This keeps parents informed about the activities that children are doing at nursery so they can extend this learning at home.
- Mathematical language is woven through everyday play. The nursery is rich in numbers, shapes and mathematical opportunities. Staff sing number songs and rhymes with younger children. Older children play number games with staff. They confidently count the dots on a dice and recognise the numeral to match. This helps to develop children's early mathematical skills.
- Children develop a love of stories and songs. Staff respond positively when babies and children spontaneously show interest. For example, babies crawl over to join staff as they share stories. Toddlers delight when staff burst into song and dance. Older children are imaginative as they confidently make up stories. This encourages a love of reading and extends children's vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of how to keep children safe. They are aware of what actions to take if they have concerns about a child's safety or welfare. Managers provide opportunities for staff training in safeguarding. They confirm staff's knowledge through quizzes and questionnaires. There are robust recruitment processes in place to ensure the suitability of staff working with children. Risk assessments are effective. Staff keep children under close supervision as they play, and complete regular checks on children who are sleeping.

What does the setting need to do to improve?

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

- improve the transition to lunchtime for the older children to make sure it meets all children's needs
- develop children's levels of independence and sense of responsibility by involving them more directly in tidying-up routines.

Setting details

Unique reference number	EY466723
Local authority	West Sussex
Inspection number	10289666
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	72
Number of children on roll	173
Name of registered person	Green Roots
Registered person unique reference number	RP532882
Telephone number	01243 373931
Date of previous inspection	23 March 2018

Information about this early years setting

Green Roots registered in 2013 and is a privately owned setting. It operates from a converted building in the Southbourne area of Emsworth in Hampshire. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The provider is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are 29 staff employed to work directly with the children. Of these, 20 hold appropriate early years qualifications at level 3 and above. There are four staff members who hold qualifications at level 6.

Information about this inspection

Inspector

Kelli Wiseman

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Leaders shared their vision and ethos with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector carried out a joint observation of an activity with the deputy 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 setting.

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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