

# Inspection of Greenfields Nursery

Sandgate Cp School, Coolinge Lane, FOLKESTONE, Kent CT20 3QU

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Inspection date: 29 June 2023

**Overall effectiveness** **Good**

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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 of all ages and abilities are very happy and confident. They are excited to come into the welcoming nursery. Staff have a clear understanding of how they implement their chosen curriculum effectively. Children are keen to join in with the challenging activities that staff carefully plan for them. For example, children explore old photos from history and learn about inventions, such as the engine. Children then go on to use a wide range of materials, such as tubes and wooden blocks, to create their own version of an engine. Children learn about the world around them in interesting ways. This includes regularly exploring places within the surrounding community, such as travelling safely on the train to the beach.

Staff are positive role models, and all children know what is expected of them. Therefore, they are polite and behave very well. Children are kind and empathetic. They show a mature understanding of the differing needs of children and kindly comfort and reassure each other. Children independently follow good health and hygiene routines, such as understanding the importance of handwashing. Children of all ages develop good physical skills. For instance, they confidently learn about the different ways they can move their bodies during yoga activities.

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

- The highly effective staff team is well supported by the dedicated and experienced manager. Staff morale is high, and they work well as a team. They are passionate about their nursery and are proud of what they have achieved. The manager regularly monitors the quality of teaching. She provides constructive and helpful feedback, which staff use to make enhancements to their practice. All staff attend regular and beneficial training. They share information with parents about their learning. This includes providing them with leaflets about the benefits of open-ended play and resources and about the ethos behind their nursery.
- The manager and staff get to know children's individual personalities and what makes them unique. They understand children's needs and meet them accordingly. This includes children with special educational needs and/or disabilities (SEND). All staff establish very secure and trusting relationships with all children, who feel safe and secure in the warm and inviting nursery. All children are confident to communicate their ideas and share their thoughts and feelings.
- All children demonstrate a positive attitude towards their learning. They are curious and excited to explore. Children remain engaged in their stimulating activities. For instance, they enthusiastically use jugs and pipes to explore how fast water travels during water play.
- Staff support all children to make good progress, including children with SEND.

For example, staff liaise closely with outside agencies, such as occupational therapists. They observe children together at the setting and implement helpful strategies that support children. This includes introducing visual prompts to help children develop their communication skills.

- Overall, staff's teaching skills and knowledge are strong. However, on occasion, there are minor inconsistencies in practice. At times, staff do not interact swiftly enough with children or recognise where they could be better deployed to support children's learning, particularly in the nursery garden. Staff do not consistently highlight and address the minor weaknesses in their teaching to enhance the overall quality of children's learning experiences.
- The manager and staff establish positive partnerships with parents, who speak very highly of them. Staff keep parents well informed about their children's achievements and next steps in their learning. Staff share helpful ideas with parents to support children consistently and help parents to feel involved. For example, all staff share activity ideas and encourage parents to provide materials to help build resources, such as the 'bug hotel'.
- The manager and staff establish positive partnerships with other early years professionals, including staff at other settings that the children also attend. They regularly share children's achievements and what they have enjoyed learning with them. This helps to provide children with a positive and consistent approach to their shared care and learning experiences.
- Staff teach children about other people and the wider world, including different countries and the languages that people speak. For example, children listen to songs in Arabic.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff, including the manager, have a strong knowledge and understanding of safeguarding and child protection. They have a good awareness of the signs and symptoms of abuse to be vigilant for that may highlight a potential concern. Staff know who they would contact to seek advice and how to raise and follow up any issues. Staff complete thorough risk assessments to help minimise any potential risks. This includes ensuring the security of the premises and making sure only authorised adults can enter. Children learn how to manage risk safely. For example, they enjoy challenging activities, such as climbing trees.

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

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

- support staff to confidently recognise and address minor weaknesses in their teaching to continue to enhance the overall quality of children's learning opportunities.

## Setting details

<b>Unique reference number</b>	EY332672
<b>Local authority</b>	Kent
<b>Inspection number</b>	10295230
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	40
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Greenfields Nursery (Folkestone) Limited
<b>Registered person unique reference number</b>	RP535238
<b>Telephone number</b>	01303 226406
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Greenfields Nursery registered in 2006. It is located in the grounds of Sandgate Primary School, Folkestone, Kent. The nursery is open Monday to Friday, from 8am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The nursery employs 12 members of staff, all of whom hold relevant early years qualification at level 2 and above. This includes eight members of staff who have a relevant early years qualification at level 3 and two members of staff who hold a relevant early years qualification at level 5.

## Information about this inspection

### Inspector

Kelly Hawkins

## 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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and the inspector carried out a joint observation of a planned activity focusing on the development of communication and language.

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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