

Inspection of Greenwich House Independent School, Kindergarten and Creche

Greenwich House School, 106 High Holme Road, Louth LN11 0HE

Inspection date: 27 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are greeted by caring and kind staff when they arrive, and show that they enjoy coming into the homely setting. When they first attend, staff invite parents to help children to settle in and use this time to get to know and support children to follow their interests. This allows children to develop strong relationships with staff. As a result, children settle quickly and are ready to learn. Staff know the children well and provide a range of activities that children freely access. Children are supported to develop their mathematical skills. For example, staff encourage them to count as they fetch and carry buckets of water to create muddy puddles. Staff model behaviour that helps children to know what is expected of them. Children demonstrate good social skills as they take turns and share the paints with other children and say, 'You can have it after me.'

Children are supported by staff to understand how to manage risks themselves as they manoeuvre their bodies carefully and safely up ladders and onto a climbing block. This helps to increase children's self-confidence. Children are encouraged to use their imagination when staff ask them to hunt for a pretend bear. They remember favourite stories and enthusiastically retell them as they search for the bear. When children climb and jump off toadstools they say, 'Where is that bear?' They gleefully cheer and giggle in excitement as their search comes to an end.

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

- Overall, the manager and staff implement a curriculum that supports all children's development, including those with special educational needs and/or disabilities. This helps children to progress in their learning.
- Staff listen to children's views. They provide pre-school children the opportunity to take responsibility with planning their own activities. Staff ask pre-school children to talk about and draw what they are interested in and would like to learn about. Staff use this information to plan activities to help build on children's learning. For example, when children share their experience of visiting an aquarium, this sparks other children's curiosity. Staff support this developing interest in sea creatures. They provide resources for children to independently explore and children paint pictures of humpback whales.
- Staff encourage children's self-care skills. This includes showing children how to use cutlery, appropriate for their stage of development to feed themselves. However, occasionally, staff do not follow the setting's curriculum in supporting children's independence. For example, staff step in too quickly to help children to wipe their nose and put on their coat.
- Staff help children to understand the importance of keeping hydrated and being healthy. Children have unlimited access to drinking water. Staff and children encourage each other to try a variety of new food tastes. Older children try

papaya and say, 'I don't like that one,' as they pull faces at one another.

- Mealtimes are a sociable experience for children. Staff are positive role models and sit alongside children, showing them good table manners, as they hold conversations with them.
- Children show that they enjoy the time they spend outdoors. However, at times staff take on a supervisory role when children play outdoors, and interactions with children are not as effective as when they are indoors. This limits opportunities for children to build on their learning when they play in the garden.
- Parents speak positively about the setting. They appreciate the resources they can borrow to help them continue to support their children's learning at home. Children share with their parents that they love attending and have fun.
- The special educational needs coordinator (SENCo) has a clear understanding of her role. When staff identify potential gaps in children's development the SENCo works closely with the team to develop targeted support to further children's development. Furthermore, additional funding is used to effectively to support children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff to implement the agreed curriculum to develop children's independence
- improve staff's interactions with children outdoors, to build on their learning and enjoyment.

Setting details

Unique reference number	2661290
Local authority	Lincolnshire
Inspection number	10319756
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	1 to 4
Total number of places	44
Number of children on roll	66
Name of registered person	Greenwich House Independent School Partnership
Registered person unique reference number	2661288
Telephone number	07368695252
Date of previous inspection	Not applicable

Information about this early years setting

Greenwich House Independent School, Kindergarten and Creche is owned by Greenwich House Independent School Partnership. The setting was registered in November 2021. The setting opens Monday to Friday all year round, closing between Christmas and New Year. Sessions are from 8am until 6pm. The setting employs 13 members of childcare staff. Of these 13 hold appropriate early years qualifications, one at level 6, nine at level 3 and one at level 2. The manager and another staff member hold Early Years Professional Status.

Information about this inspection

Inspector
Emma Curry

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 all areas of the setting and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the setting.
- Parents shared their views on the setting with the inspector.

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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