



# The Green Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	253787
<b>Inspection date</b>	13 November 2006
<b>Inspector</b>	Rebecca Hadley / Anne Georgina Phillips
<b>Setting Address</b>	The Green Nursery Ltd, Waugh Drive, Halesowen, West Midlands, B63 1EN
<b>Telephone number</b>	0121 585 0397
<b>E-mail</b>	
<b>Registered person</b>	The Green Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Green Day Nursery opened in 1993. It operates from a single storey building in the Hayley Green area of Halesowen. The nursery serves the local area and towns.

The group is registered to care for 52 children under five years. There are currently 69 children from birth to five years on roll. This includes 12 funded three-year-olds and three funded four-year-olds. Children attend a variety of sessions. The setting supports children with special educational needs, there are no children attending at present who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

Seventeen staff work with the children. Fifteen hold suitable early years qualifications. The setting receives support from a teacher mentor from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is well promoted. The setting takes steps to ensure that children are protected from the risk of infection. However, on occasions children are placed at risk of cross-infection as not all staff wear gloves when changing nappies. Positive steps are taken to prevent the spread of infection when children become ill, and information is provided to parents about the advised minimum exclusion periods. Children are developing a good understanding of health and hygiene practices. They use good quality hand washing resources at appropriate times throughout the day. Older children demonstrate an understanding of good hygiene practice. They know that they wash their hands to get rid of germs and are able to follow a sequence of photographs which shows the correct hand washing procedure. For example, wetting hands, using soap, washing the soap off, drying hands and putting the towel into the bin. Notices hanging from streamers in the toilets, tell children about the different times that they should wash their hands such as before dinner, after playing in the garden, if hands have been in mouths and after touching animals. The children's individual health care needs are well met because medication records are in place, however children's welfare is potentially compromised as they are not filled in to ensure confidentiality for children.

Children are well nourished and their individual dietary requirements are well met. Staff have a clear understanding of children's individual dietary needs and ensure that children with allergies are well protected. For example, they check products before giving them to children or allowing children to play with them. Hot meals provided to children are nutritious and offer variety and choice which includes roast dinners, chilli, fish, cottage pie, ravioli, sweet and sour chicken and a variety of fruit and vegetables. Children are well hydrated because they are provided with frequent drinks at set times throughout the day and fresh drinking water is readily accessible at other times. Mealtimes are relaxed, social occasions when children sit together around the table to enjoy their food and each other's company. Younger children's independence is fostered as they are encouraged to feed themselves, sensitively supported by staff. Older children are developing an understanding of the importance of eating a healthy diet to help them grow big and strong.

Children develop confidence as they practise and extend their skills during indoor and outdoor physical play. Indoors, babies and younger children are provided with plenty of space to roll, move, pull themselves up and practise their crawling. Staff provide good support and encouragement to children. Items are placed just out of reach to encourage children to roll or crawl to them, they hold children's hands to support them when walking, offer lots of praise and encouragement and clap when children achieve the objective. Children throughout the nursery enjoy outside play on a daily basis. Wellies are provided from home so that children can experience and enjoy playing in all weathers. Children are able to use equipment such as cars, stilts, rockers, climbing frames, slides, and hoops and can move in a variety of different ways including balancing, jumping and hopping.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in premises that are well presented, and maintained in good condition. Rooms are brightly decorated and displays of children's work are at child height. There are soft furnishings such as sofas and chairs in most rooms to create a home from home environment for the children. Toilet and nappy changing facilities are child-centred, and meet individual needs and privacy. They are decorated to appear to be under the sea. Seaweed streamers hang from the ceiling, and walls hold bright posters and displays of children washing their hands.

Children are kept safe because the premises are secure and the outdoor area is fully enclosed. The procedures for the arrival and collection of children are well managed to ensure that they are kept safe. Children are protected and their welfare promoted through an in-depth risk assessment of equipment and premises, both inside and outdoors. Children enjoy using a wide range of toys and resources, suitable for their ages and stages of development. They are able to easily and safely select activities for themselves. They have space to play freely, to be active, quiet and rest or sleep according to their individual needs. The children are developing an understanding of how to keep themselves safe as they regularly practise emergency evacuation procedures and staff explain to the children why certain situations might be dangerous. For example, children climbing on chairs and running where there are other children.

Children's safety and welfare is further protected as staff demonstrate a sound understanding of child protection policies and procedures and the action that they should take in the event of a concern about a child in their care.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident, well settled, happy and comfortable in their environment. They benefit from the good knowledge of child development held by the staff. Staff have a good knowledge of the children's starting points, because they are discussed with parents before the child starts. They carry out baseline assessments and observations to find the child's developmental range, likes and dislikes, to help the children progress in all areas of development and learning. Positive interactions can be seen between children and adults, and children actively seek out staff to join in their games or for a hug.

Babies and young children benefit from staff's implementation of the 'Birth to three matters' framework. Children are beginning to develop independence and are interested and involved as they choose from a wide range of activities. Children have first hand experiences to develop curiosity as learners because staff encourage them to take part in new activities, such as jelly and spaghetti play, sitting in leaves and pinecones in a 'forest' and singing and dancing to music. Babies express delight and wonder, laughing, shouting and squealing with glee as they play in the shaving foam. Children experience a range of natural and interesting materials such as loofahs, brushes, wooden blocks, pegs, beads, pine cones, and sponges. Children are developing self-esteem through seeing their work and photographs displayed.

Pre-school children are happy, well-settled and keen to be involved. They enjoy their time at the setting and readily make choices about their activities and care. All children make good progress because staff are skilled and use their understanding of children's development to provide a broad range of interesting and practical play activities which engage and interest them. The children form relaxed, friendly relationships with the staff which increases their sense of belonging and trust, and which helps them develop confidence and self-esteem. They are becoming skilled in managing their personal care and making choices about their play.

## Nursery Education

The quality of teaching and learning is good. Children make good progress and achieve well overall. Children are interested and keen to learn because they access a good range of stimulating activities and well chosen resources that are readily accessible to them. For example, free painting, sand, and role play activities provide open-ended opportunities for children to develop and practise their skills. Children confidently try new experiences, concentrating and persisting in self-chosen challenges such as moulding and building with the wet sand or carefully rewinding the bandages in the role play area. They are observant and interested in the world around them noticing the small creatures on the building bricks outdoors and changes to the weather. There are good opportunities for them to be physically active, to contribute at group times, be independent and make choices. Staff give children time to concentrate so that they often persist for long periods with self-chosen activities which enables them to work at their own pace and consolidate their learning. They confidently register that they have used the café style snack area and are learning to look after their bodies when helping themselves to fresh fruit or a drink.

Children listen intently to stories and learn to value and respect books. They carefully choose a new book to read at home. They are becoming confident in using language to talk about their experiences and their families at group times or on a one to one basis with adults or other children. They are starting to recognise that shapes, written words and numbers carry meaning when finding their own label for their outdoor clothes, and their names at self registration or snack times. They make good use of drawing and painting materials to develop their mark making and creative skills. Older children are starting to write their names themselves. Their mathematical skills are developed through daily routines such as counting the children at group times and comparing the numbers of boys and girls. They match the shapes in the fuzzy felts and explore volume in the water and sand play. They use simple technology such as a computer.

They learn to value people different to themselves when accessing good quality images of diversity in the resources and displays in the setting. They learn awareness of the needs of others when taking turns at games. Children are active and develop good control of their bodies when moving and manoeuvring confidently outdoors, sitting for appropriate periods at group or circle times or developing skills with a wide range of tools and resources. Older children are proficient in cutting triangles out of sticky paper without use of a guide. They have imaginative opportunities to investigate the world around them when scooping out pumpkins, washing and drying the seeds. They plant seeds and bulbs and watch them grow, and then compare themselves to the height of the tall sunflower. They explore the texture and feel of the thick red paint and value free-painting opportunities to create their individual paintings and hand prints.

Staff get to know the children well through their attendance in other parts of the nursery or by talking to parents when they start in the pre-school. They use this awareness of their skills, interests and needs to ensure that expectations and challenges are mostly appropriate so that children make good progress overall. Staff encourage children's thinking and language skills in most planned and free play activities, for example, when developing their vocabulary about germs and contamination in their role play. A flexible approach allows children to learn at their own pace but there are sometimes missed opportunities for children to extend their learning, for example, when cutting up the fruit for snack times or finding their names without the possible help of symbols.

Systems for observing and monitoring children's achievements are effective. Verbal communication and teamwork amongst the current staff team is good. Regular observations of what children achieve are recorded and provide a clear picture of children's progress towards the early learning goals, but activities and these observations are not always evaluated and used to inform the planning process for the next steps in individual children's learning.

### **Helping children make a positive contribution**

The provision is good.

Children are treated with equal concern and are valued and respected as individuals. They have good opportunities to develop an understanding of the wider society through a range of resources and activities including puzzles, dolls, figures, celebrating festivals, puppets, posters and maps. This helps them to develop an understanding of diversity. Children's individual needs are identified and met well. However, on occasions staff do not read children's individual notes to ensure that their routines are adhered to. Children with disabilities are very well supported and staff liaise with outside agencies to ensure that children's individual needs are appropriately met. Strategies are in place to identify and support children with individual specific needs. The children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good in proportion to their level of understanding and maturity. This is because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. Children understand clear and consistent guidelines and expectations of behaviour and older children have made their own indoor and outdoor rules. Staff are good role models and promote children's confidence and self-esteem through positive praise and encouragement.

The partnership with parents and carers is good. They receive information about their children's progress both through daily conversations with staff, and parents' evenings. Parents are invited into the setting to join in with play sessions and grandparents are invited to attend specific grandparent's afternoons. Parent's skills and expertise are valued and sought. Parents are provided with in-depth information about the setting through a comprehensive prospectus which is available in a variety of languages and Braille. Notice boards and displays provide parents with information about 'Birth to three', weaning, starting school, bedtimes, allergies, biting, and preparing for a new baby. In the pre-school a friendly welcome and effective communication builds good relationships between staff and parents. Daily opportunities to exchange information verbally and six monthly parents' evenings ensure that children's needs are met effectively. Good quality written information about the setting is given to parents and

details of learning activities are displayed to keep parents up to date about what children do. Parents have access to folders that record children's work and progress. Parents make positive comments about the care their children receive and are invited to join in children's learning through a shared book scheme.

## **Organisation**

The organisation is good.

The registered provider demonstrates a good knowledge and understanding of the need to inform Ofsted of any significant changes. The nursery offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by good organisation and resources to support and extend their development and learning. Staff are well qualified and effectively deployed to ensure that children receive a high level of care and attention.

Detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is an operational plan in place which includes a wide range of policies and procedures to ensure the smooth running of the setting.

The leadership and management of the setting is good. Effective steps are taken to plan ahead, evaluate and improve the service offered. Recruitment and vetting procedures ensure that staff are of high quality and well qualified. Ongoing training and the development of appraisals for staff supports children's development and learning. Areas for improvement identified at the last inspection have mostly been addressed very well. The management team have worked closely with local authority advisors to effect change. A commitment to evaluating practice, good communication between staff members, and improvements in staff understanding of the Curriculum guidance for the foundation stage, are having a positive impact on the experiences of children. Practitioners are committed to promoting an environment which enables all children to take part in activities, make choices and work at their own pace. On the whole, planning for children's learning is good but there is scope for improving the challenge for more able children, and the use of systems for assessment and planning to target the specific learning needs of individuals. Management and staff are dedicated and work very well together. Senior management are totally committed to providing a high level of care and education for children and are constantly looking at and implementing ways to move the setting forward. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to: consider alternative strategies for movement around the nursery to reduce the disruption to children and staff in the baby room; develop resources that reflect positive images of disability; develop the operational plan to include details of how staff are deployed, what activities are provided and how the training needs of all staff will be met; develop the policy for sick children to include how staff would act in the child's best interests if they are ill; ensure children have access to drinking water throughout the day; ensure methods of sharing information with parents about their child are sensitively and confidentially recorded; ensure staff are deployed effectively at all times to meet the needs of children; ensure the equipment in the toddler room and pre school room are well maintained and appropriate to children's age and stage of development; ensure the policy

for child protection includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer; ensure the range of activities and play opportunities provided in the toddler room and for children aged two to three years promote children's overall development and allow them to make decisions, explore and investigate their play; review incident recording procedures and include details of where the incident took place.

All of the recommendations have been met appropriately. Children are now based in their own areas and the care of children does not impinge on the babies. Children have access to wide range of resources that promote their overall development, are age-appropriate and well maintained. Resources to promote positive images of diversity to develop children's knowledge and understanding of the world are in place and children are able to access them on a daily basis. Staff are deployed effectively and all staff have opportunities to attend relevant training to further their knowledge to ensure that children's needs are met appropriately. Policies and recording relating to sick children, incidents and child protection have been updated and now contain relevant information to ensure that children are well protected. Information that is shared with parents is confidential and appropriately maintained to protect children. All children have access to drinks at any time to ensure that they do not become dehydrated.

Significant weaknesses in four of the six areas of learning were identified at the last inspection. A number of key issues were raised and the nursery was asked to: develop staff knowledge and understanding of children's learning through experiential, child-initiated activities; improve the planning to clearly identify the learning intentions for activities; review the daily routine of the nursery to reduce the disruption to children's concentration and interest; improve the organisation of furniture and resources to offer more opportunities for children to self select and make best use of the range of learning materials in comfort; develop the use of freely chosen activities within the daily routine to extend children's learning, particularly in mathematics and communication, language and literacy; improve opportunities for children to develop imagination and creativity spontaneously; review the recording and assessment of children's progress to inform future planning for the next step in each child's development.

Overall the issues have been addressed well resulting in much improved learning experiences and progress for children. The learning environment has been completely reorganised so that children can independently access resources and make choices for themselves so that they are now confident in making decisions about their learning. Changes to daily routines such as the introduction of the self service style café with healthy fruit and drinks have reduced disruptions to children's learning to a minimum so that they now concentrate and persist well. The development of well defined learning bays for different activities such as role play, quiet play, maths and messy play have significantly reduced distractions to children's concentration so that they can persevere and consolidate their learning. This is especially noticeable in the increased opportunities for children to speak, be heard, and learn to value books and stories thus enhancing their communication, language and literacy significantly. The maths area is well resourced with numerous readily accessible opportunities for children to compare, match, sort and weigh and calculate. Children now play imaginatively and creatively in well resourced and attractive areas that stimulate and hold their interest for considerable periods of time. Staff now have a sound knowledge of the Curriculum guidance for the foundation stage and its implementation so that they are able to provide and support practical activities that support children's experiential learning effectively. However there is still scope for improvement in their

knowledge of how to extend the learning of the more able children. Assessments of children's progress are satisfactory overall and used by staff to plan activities for the whole group but it is still not clear how these are used to support individual children's learning.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that medication records are filled in to maintain confidentiality for children
- ensure that children are protected from the risk of infection during nappy changing procedures
- develop staff's understanding of the need to adhere to children's individual daily routines to ensure that their individual needs are fully met.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to improve staff understanding of the Curriculum guidance for the foundation stage so that they are confident in extending the challenge in activities for more able children
- improve the way activities are evaluated, and ensure that observations and records of what children do are used to extend the learning of individuals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)