

# Greenfields Nursery

Meadows Sure Start, Kirkby Gardens, NOTTINGHAM, NG2 2HZ

## Inspection date

Previous inspection date

10/01/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Senior leadership and management have an excellent vision for the nursery's development and the knowledge, skills and focused commitment towards promoting the best learning outcomes for children.
- There are very good, strong partnerships with other professionals. Relevant information is shared so that children are effectively supported. This means all children are fully included and their needs are very well-met.
- Staff are supported by the manager to give high priority to children's early language and communication skills and their personal, social and emotional development. This ensures that all children make good progress from their starting points.
- Partnerships with parents are strong. They are involved in their children's learning and the setting.

### It is not yet outstanding because

- There are fewer opportunities for children to explore simple tools in order for them to extend their understanding of technology.
- There is room to enhance the storage and use of the good range of books available to children to further stimulate their enjoyment of books and reading.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and staff interaction in all areas of the nursery including the outside environment.
- The inspector engaged in a shared observation of an activity with the manager.
- The inspector spoke with the children, staff and parents and held discussions with the registered person and manager.
- The inspector sampled a range of documents, including suitability records, staff files, children's development records, the safeguarding policy and a selection of written records.

## Inspector

Naseem Moolla

## Full report

### Information about the setting

Greenfields Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the Meadows Children's Centre, located in the Meadows area of Nottingham. Greenfields Nursery is one of four run by Greenfields Centre Ltd managed by a voluntary board. The nursery serves the local area and is accessible to all children. There are six enclosed play areas available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, two at level 4, 14 at level 3 and one at level 2. One member of staff holds Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year, closing for one week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 86 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery also provides respite care.

### What the setting needs to do to improve further

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

- enrich opportunities for children to engage with and learn about simple technology, for example, cameras, torches and switches in order to develop and build on their interests and skills in operating equipment
  
- enhance children's access to books in order to further stimulate their enjoyment of books and encourage their early reading skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The quality of teaching in the nursery is good and at times is better than good. Staff have a secure knowledge about the Early Years Foundation Stage and a good understanding of how to meet the needs of young children. Consequently, children make good progress in their learning and development. Staff deliver consistent practice, observing, assessing and planning effectively for each child's progress with a clear knowledge of the children's needs and interests. Staff use a tracking system to record children's starting points and to indicate where any gaps may occur in children's learning and development. This also helps to identify any children where additional challenge and extension is required to maintain

their interests and further their learning. For example, staff observe that children are very interested in shapes. They respond effectively to this by providing opportunities to look at a range of three dimensional shapes during circle time. Children take great delight and pride when correctly naming shapes, such as triangular prism, cube and pyramid. Later on they are given the opportunity to look for these shapes outside. This means that children are able to revisit and consolidate their learning in ways that are stimulating and relevant to them.

Staff have begun training on some aspects of the Every Child a Talker government project. They use resources from this project to monitor children's language and then plan activities to support them with their early speaking and listening skills. This means that children make good progress with their language development and this prepares them very effectively in their readiness for school. Children who speak English as an additional language are very effectively supported at the nursery. Consequently, they make good progress with their English speaking skills. Staff have a very good understanding of how supporting children with their home language enables them to learn English more effectively. Many of the staff are multi-lingual and speak a range of community languages. All staff try to ensure that they learn a few key words in key children's home languages. This means that children feel included and their identities are valued. Staff demonstrate skill and sensitivity in the way they interact with children. They ensure consistently, that they are at children's level and they join in and play alongside them, often with floor based activities. They provide comments and ask questions as they play with the children. Children are focused and engaged for a long period of time because the member of staff is highly engaged in what interests the children. Playing and working in this way supports the children in developing the characteristics of effective learning such a thinking skills.

The environment is clean, attractive and there is a wide range of age-appropriate resources available for children to use. This means that children are able to explore different areas of the curriculum in a way that is meaningful to them. However, there is scope to further enhance the range of equipment to provide children with the opportunity to explore simple technology, for example, cameras, switches, bolts, locks and programmable toys. Parents receive clear and regular information about their children's progress and development and very good systems are in place, which support them to be involved in their children's learning. For example, parents and carers are invited to a termly meeting with their child's key person to discuss a written report that provides details of their child's progress and ideas of how they can extend their learning at home. Parents and carers also receive daily reports on activities that children have enjoyed, meals and care routines.

### **The contribution of the early years provision to the well-being of children**

The effective key person system and well-planned induction process into nursery means that children quickly settle and form close, trusting relationships with the adults who care for them. As a result, children separate from their parents and make transition from home to nursery with ease. A carer comments 'when starting for the first time my child cried, but they have helped my child so much with confidence, talking and independence. My child has come on in leaps and bounds'. Staff also ensure that resources are presented in

way that will help children to learn effectively. For example, high quality toys, equipment and resources are stored in boxes and baskets. These storage containers have photographs on them and so enable children to make choices independently. However, there is scope to give further consideration to how children can better access the large range of books available to capture and encourage children's early reading skills further.

Children have daily, planned sessions to use the outdoor environment. This provides young children with the opportunity for exercise, which is vital for their health and well-being. Children are provided with a range of healthy, nutritious snacks and drinks, such as milk, fruit, cheese and vegetable sticks. They are encouraged to help themselves at snack and mealtimes. For example, a child pours milk expertly for themselves from a large, adult-sized jug. The child takes great care in wiping the milk from the spout on the edge of their glass before placing the jug back, with enormous satisfaction, on the table. This means that children's sense of independence, well-being and involvement is nurtured. Furthermore, it provides scope for children to explore the physicality of everyday experiences and so strengthen their attention, balance and coordination.

Children are also supported to manage their own hygiene needs well and learn why it is important to wash their hands before they eat and after they have had their nappies changed or been to the toilet. Staff offer gentle reminders to children to help them understand about keeping safe. Risk assessments are comprehensive and detailed, identifying risks and the measures to take to prevent them from happening in order to keep children safe. Staff encourage good behaviour from children to support their personal, social and emotional development. They model good behaviour and use praise to encourage positive behaviour.

### **The effectiveness of the leadership and management of the early years provision**

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child. Staffs' knowledge and understanding of the procedures for reporting allegations, are also clearly understood. This contributes to maintaining children's safety and protects their well-being. During regular, planned meetings, staff look at the nursery's policies in detail and complete quizzes in order to ensure they have an excellent working knowledge of safeguarding procedures. Comprehensive risk assessments and daily checks are accurately recorded to help safeguard children's welfare. The registered person demonstrates very good leadership and management skills. She implements robust recruitment procedures to ensure that staff are suitable to work with children. This is followed by an effective induction and probationary process. The provider also carries out regular checks to ensure ongoing suitability of staff.

The manager is passionate and highly committed to ensuring the best possible outcomes for all children. She brings her knowledge, skills, qualifications and extensive experience to bear in monitoring the quality of teaching and learning at the nursery. Staff have termly supervision meetings that involve discussions about observations of practice carried out by the manager. Staff attend regular, well-planned staff meetings and also have opportunities

to attend training to update their skills and knowledge appropriate to their role. This has a positive impact on children's learning. The manager shares her vision for the nursery by ensuring that staff have an active involvement in self evaluation procedures. She also includes staff in the development of comprehensive, manageable action plans. Parents are also included in the evaluation of the nursery provision. They are asked to complete questionnaires about a range of things, such as, the nursery environment, staff, care practices, food and activities. This contributes to the drive to secure continuous improvement in order to ensure children benefit from good quality provision. The manager routinely monitors all children's progress. She checks children's learning development folders and their progress trackers.

Partnerships with a range of external agencies are very strong. This includes, the local authority, children centre staff and many health and social care professionals. This means that the needs of individual children, especially those with special educational needs and/or disabilities are met very efficiently and effectively. The nursery also implements very good systems and procedures to support children and families with additional needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY467697
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	925652
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	86
<b>Name of provider</b>	The Greenfields Centre Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01159159221

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

