

The Green Day Nursery

The Green Nursery Ltd, Waugh Drive, HALESOWEN, West Midlands, B63 1EN

Inspection date	13/11/2014
Previous inspection date	17/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The manager successfully leads his team, using effective communication and inspiring staff, which ensures each child's individual needs are met and every child is safeguarded.
- Teaching is good as children experience a wide variety of exciting fun-filled activities that challenge and extend their learning while they play. This is because staff plan for their interests and developmental needs well.
- Each key person demonstrates availability, sensitivity and warmth towards children. This promotes a sense of security and belonging. As a result, children's behaviour is good and they show a high regard for others.
- Staff have developed effective partnership working between the setting, parents and other professionals to ensure children's individual needs are met well.

It is not yet outstanding because

- Some staff do not always make the best use of everyday tasks to help develop young children's learning. As a result, children are not given every opportunity to fully expand their vocabulary.
- The nursery does not regularly invite visitors into the setting to share their knowledge and expertise with the children. Consequently, children are not given every opportunity to develop positive relationships with community members.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each play area and in the outside learning environment.
- The inspector conducted a joint observation with the manager and questioned staff.
- The inspector held meetings with the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Linda Yates

Full report

Information about the setting

The Green Day Nursery opened in 1993 and is managed by The Green Nursery Ltd. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a single storey building in the Hayley Green area of Halesowen. Children are cared for in four main areas on the ground floor and there is an enclosed space available for outdoor play. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 7.30am until 6pm all year round, except for bank holidays and for a week at Christmas. Children attend for a variety of sessions. There are currently 100 children attending in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 21 staff working directly with the children. Of these, the manager holds an appropriate early years qualifications at level 5. A further 15 staff members hold appropriate early years qualifications at level 3 and another holds an appropriate early years qualification at level 2. Additionally, there are three modern apprentices working full time. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- promote children's rapid progress in acquiring communication and language skills even further, for example, by providing a running commentary for young children during everyday tasks

- explore further ways of developing positive relationships with community members, by inviting visitors into the nursery to share their knowledge and expertise, such as the fire officer, librarian or other community members that ignite children's interests.

Inspection judgements

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

The manager has a thorough understanding of how children learn and develop and the qualified and experienced room leaders are well led. Consequently, all staff ensure that children's assessments are accurate and that appropriate next steps in their learning are identified. Additionally, staff plan the weekly written programme of activities for each playroom. This ensures there is a wide range of exciting activities available that cover the seven areas of learning and offer children challenge. As a result, the daily routine and organisation of activities encourage children to have sustained time for concentration,

engagement and extended thinking. For example, staff in the baby room use singing and close contact to soothe the babies very well. Babies sit on their key person's lap and some sit on the floor supported by staff. The staff sing nursery rhymes with the babies who show their enjoyment by smiling and bouncing on their knees. This helps the babies to build relationships with their key person. Children listen intently at story time. The staff member ensures all the children can see the story book and models a clear voice with expression to hold children's interest, thereby promoting their literacy development. Staff ask questions to extend children's thinking and encourage them to recall key events, which promotes their communication and language development. However, some staff do not always make the best use of everyday tasks, such as meal times, to promote children's learning. This is because they do not always provide a running commentary for young children about what they are doing to help extend their vocabulary. Younger children handle and explore a range of natural objects in the treasure basket, promoting learning through their senses. Children confidently use felt tip pens and they learn to make connections between their movements and the marks they make. This effectively promotes their physical and literacy development. Consequently, children make good progress in their learning.

Teaching is rooted in a good knowledge of how children learn. For example, older children in the pre-school room thoroughly enjoy the daily literacy sessions. This is a fun and child-centred approach to teaching literacy with actions for each of the letter sounds. The children watch the video clips as they enthusiastically sing along and do the actions with their key persons. This multi-sensory method of learning is very motivating for children, and as a result, children are confident in naming many of the letters sounds. Staff provide inviting resources that promote children's creative development. For example, children participate in imaginative play, as they play with the dinosaurs, with real logs and different grasses. Children enjoy participating in junk modelling. They select items from a large collection of recycled materials and use these items to create a model. They use their imagination to visualise the end result, solve problems and use a range of tools to join items together. Children's understanding of information and communication technology is developing as they explore a range of programmable toys that play tunes when they press different buttons. Consequently, children are supported effectively to make good progress in their learning and development, which effectively promotes their readiness for school. However, there is room to strengthen children's understanding of the lives and work of other people in the community. For example, by regularly inviting visitors to share their knowledge and expertise with the children.

Children with special educational needs and/or disabilities are fully supported, because the nursery identifies, monitors and secures further support for children well. The nursery works in partnership with parents and other professionals involved, to help children move forward in their learning and development. Children who speak English as an additional language are well supported. Staff learn basic key words in the child's home language, and use these to help children communicate and to develop their use of English. Parents complete an All about me form on admission to the nursery, which records their child's favourite activities and toys. This, along with observation and verbal discussion with parents, helps staff identify where children are in their development. Thorough progress checks for children between the ages of two and three years are completed, in order to identify the child's strengths and identify any areas that may need additional support.

Children's assessment folders are shared with parents. This keeps them informed of their child's progress and informs them of the sort of things their child is doing and how they can support their child's learning at home. Additionally, the nursery provides parents with regular consultation appointments for them to discuss their children's learning and development. Parents can attend the regular stay and play sessions. This encourages parents to see how the Early Years Foundation Stage is delivered in the setting and encourages learning at home. Photographs of the children participating in activities, along with samples of their work, are displayed throughout the nursery, valuing each child's contribution and promoting their self-confidence.

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

Children are very settled and at ease with their key person. They enjoy cuddles and appropriate close contact to promote their emotional security. Staff recognise the importance of children feeling secure and having a sense of belonging in the nursery. To promote this, older children self-register as they find their name card and attach it to the wall. This gives children responsibility at the time of their arrival into nursery, developing their self-confidence, independence and literacy skills. Additionally, children's significant achievements are recognised by parents and staff as these are written on the stars displayed on the wall. Children feel a sense of belonging as photographs of themselves and their family members are displayed in the nursery. As a result, children's self-confidence is fully promoted. There are good procedures for emotionally preparing children for their move into nursery. Parents are encouraged to visit the nursery with their child to meet the staff and attend two settling-in sessions with the child, leaving the child initially for short periods of time, gradually increasing the length of time the child stays on their own. Children are emotionally well prepared for moving rooms within the nursery. They visit their new room with their existing key person for short periods, gradually increasing the length of time they spend there. There are good procedures for emotionally preparing children to move into school. For example, Reception teachers are encouraged to visit the children and meet with their current key person to discuss the children's preferred learning styles and personalities.

The environment is bright, spacious, welcoming, well organised and clean with a wide range of resources accessible to children both in and outdoors. Children have direct access to outdoor play and some children have long periods of free play throughout the day, which helps them learn about the benefits of physical exercise. Children make good use of equipment outside, such as the tricycles and scooters. These resources help them to develop their physical skills. Children have good opportunities to assess risk themselves and experience physical challenge, when they use the large metal climbing frames in the outdoor play area. Children practise good personal hygiene when they are encouraged to clean their hands before eating or after using the toilet. Children's good health is promoted through the lunch menu, which operates on a four week rota and is balanced and nutritious. Snacks provided for the children are nutritious and consists of range of fresh fruit to encourage children to make healthy choices. As a result, children's health and well-being is promoted.

Staff put children's needs and interests first and are approachable and friendly. Children's

behaviour is good and they show a high regard for others. Their actions show they are aware of the nursery's rules and boundaries. For example, children do not run around indoors and know that they are expected to take turns and share. Children's independence skills are promoted as they are encouraged to tidy up, thereby developing their confidence in doing things for themselves. The nursery has positive images and resources that reflect the wider multicultural community. As a result, children have opportunities to increase their appreciation of individual differences. The nursery strengthens the positive impressions children have of their own cultures and faiths, and those of others. For example, they explore the different foods people eat and the languages they speak.

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

The manager has a good understanding of his responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe. There is a comprehensive, up-to-date safeguarding policy and staff are aware of the procedure they must follow if they have concerns that a child is suffering from abuse. As a result, children are protected. Safer recruitment practice is thorough and consistent and ensures that those recruited are suitable to work with children. There is a programme of induction ensuring new staff become effective and competent in their role as a key person. A number of staff have attended paediatric first-aid training, which provides them with the knowledge and skills required to effectively administer first aid.

The nursery has an effective staffing structure. This incorporates qualified and experienced room leaders who receive and provide effective supervision. As a result, each member of staff's practice is monitored and supported so that children make good progress. Consequently, staff have a good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The room leaders regularly check each child's assessment folder, the continuous provision and the weekly planning to ensure planning and assessment is rigorous. A self-evaluation system has been implemented, identifying the strengths of the nursery. An improvement plan is in place, which means children's progress is well supported over time. For example, home visits have been introduced for children when they starting at the nursery. This helps staff to build important relationships with the new families. This is a well-qualified staff team as most staff hold an early years qualification. This means that children are supported effectively to make good progress in their learning and development.

Parents are well informed about their child's experience at nursery. This helps to involve parents in their children's learning and ensures their individual needs are met. For example, staff and parents have regular daily discussions, ensuring a two-way flow of information. Additionally, a written log is completed and given to parents recording babies daily care needs and the toys and activities they enjoyed playing with. Many parents have positive views on the service provided. The nurseries policies are available in the foyer for parents to view, so that they are informed about how the nursery operates. There is a photographic display in the foyer of all staff, detailing their names, roles within the nursery and their qualifications. This helps keep parents informed of the management structure and staff deployment within the nursery. The nursery newsletter includes a wealth of

information and reminds parents of upcoming events and dates to remember. There are good links with the local school and local authority workers enabling a two-way flow of information and any identified concerns are shared and strategies put in place.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	253787
Local authority	Dudley
Inspection number	866793
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	100
Name of provider	The Green Nursery Ltd
Date of previous inspection	17/11/2009
Telephone number	0121 585 0397

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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.

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