

Greenlands Nursery Unit

Greenlands CP School, Dawnay Road, Ribbleson, Preston, PR2 6BB



Inspection date

26 January 2017

Previous inspection date

11 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has a proactive approach and has acted promptly to address the action raised at the last inspection. She gathers the views of others to inform her effective self-evaluation. The staff team makes changes and carefully reflects on them to ensure that they have a good impact on children's learning.
- Staff value the contribution of parents and strive to work closely with them to support children's good progress. Effective shared strategies are in place to help to guide children's learning and development at home.
- Staff have a holistic understanding of children's individual care and learning needs. They are skilled in adjusting activities to meet the needs of children at different ages and stages of development. Children make good progress.
- Staff frequently incorporate mathematical ideas into children's play experiences and focus on numbers and counting during daily routines.
- Children are brilliantly behaved and staff teach them about why rules are important. Children are highly cooperative and invite others into their play. They are consistently encouraged to use good manners and to help one another. Staff are excellent role models.
- Snacktime is a superb learning experience for children. Staff provide excellent opportunities for them to learn about preparing the table, serving themselves and washing their crockery. Children are enthusiastic to learn new words, practise their manners and count during snacktime.

It is not yet outstanding because:

- The professional development of staff is not focused enough on developing teaching to a consistently outstanding level.

What the setting needs to do to improve further

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

- enrich professional development opportunities and focus more closely on developing the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager.
- The inspector looked at relevant documentation, such as evidence of the suitability of committee members and staff working in the nursery.
- The inspector discussed the nursery's self-evaluation with the manager and staff.
- The inspector spoke to some children and parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know what to do if they have any concerns. The manager keeps up to date with the local authority's procedures to help to protect children from harm. Robust recruitment and supervision procedures are in place and the manager monitors staff practice. The manager has a good understanding of the needs of children and their families. She is very experienced and has an excellent knowledge of child development. The manager monitors children's progress closely alongside staff. Any gaps in learning are promptly addressed in partnership with parents and external agencies where necessary. Progress made by different groups is analysed and helps to guide planning. The judgements that staff make when assessing children's progress are regularly reviewed to help to ensure their accuracy.

Quality of teaching, learning and assessment is good

Staff have excellent questioning skills and encourage children's thinking and problem-solving skills. Staff consistently use good strategies to help to develop children's communication and language, such as supporting words with actions. This is particularly beneficial to children who speak English as an additional language. Children learn about the home languages of others and this helps all children to feel valued and included. Children participate in group literacy sessions and this helps to get them ready for school when the time comes. Precise information is gathered from parents and other settings that children attend before they begin at the nursery. Observations and assessments are used effectively to plan for children's learning. When children prepare to leave the nursery, information is effectively shared to promote the continuation of their learning.

Personal development, behaviour and welfare are outstanding

Staff get to know individual children extremely well and build very strong bonds with them. They consistently value their efforts and contributions. Children are remarkably independent in care routines and in their play. Staff offer a precise amount of guidance and support so that children quickly become empowered to do things for themselves. Staff have high expectations and clear routines in place, similar to those that children will experience at school. Children show superb listening skills and follow instructions quickly. Highly effective strategies help to ensure that children who speak English as an additional language are fully included. Children's physical well-being is superbly promoted in music and movement sessions and outdoor play. Children observe the effects of exercise on their bodies and can talk about why they need to eat healthy foods.

Outcomes for children are good

Children feel very secure and are happy and relaxed in their play. Those who speak English as an additional language and children new to the nursery, quickly grow in confidence. All children are very active and will attempt new physical challenges for themselves. Children make good progress, especially in the fundamental areas which provide them with a strong base to progress from. Those with lower starting points and children in receipt of the early years pupil premium funding make particularly good progress.

Setting details

Unique reference number	309745
Local authority	Lancashire
Inspection number	1060752
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	16
Number of children on roll	16
Name of registered person	Greenlands Nursery Unit Committee
Registered person unique reference number	RP518541
Date of previous inspection	11 May 2016
Telephone number	07720 440 449

Greenlands Nursery Unit was registered in 1998. The nursery employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 11.30am. The nursery provides funded early education for three- and four-year-old children including those in receipt of the early years pupil premium. The nursery provides for children who speak English as an additional language.

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