

Greenside Nursery

Inspection report for early years provision

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Inspection date	11/01/2010
Inspector	Kay Margaret Armstrong
Setting address	Greenside Nursery, Greenside Lane, Droylsden, Manchester, M43 7RA
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Greenside Nursery is one of three nurseries which are owned by an individual provider. The facility runs from within Greenside Children's Centre in the Droylsden area of Tameside. It has been registered since 2009 and caters for children from the local community. Children are cared for in a large open plan room which is divided in to areas for babies and older children. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round except for Christmas Day, Boxing Day and New Year's Day.

The facility is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of 54 children under eight at any one time. Currently there are 93 children on roll who are all in the early years age range. A total of 16 staff care for the children, 11 of whom hold a level 3 childcare qualification and one who has a level 2 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming and friendly environment in which all children are valued. Children make good progress as they are encouraged to become independent and active learners by a supportive staff group. The staff ensure children have access to a wide range of interesting and stimulating activities which effectively promote the early learning goals. Children's welfare needs are met well, and most potential hazards have been minimised. Partnership with parents is strong. The group works with other providers of the Early Years Foundation Stage to provide consistent care for the children. The provider demonstrates a strong capacity for continuous improvement and she has prioritised key areas for further development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities for children to develop skills in using and understanding technology
- help children to consolidate their learning and understanding by using mathematical concepts and language in everyday situations, such as counting the place settings at lunch time
- ensure the cords from the blinds and trailing wires do not pose a hazard to the children.

The effectiveness of leadership and management of the early years provision

The staff have a purposeful understanding of their role in safeguarding children and know the procedures to follow should a concern arise. Over half the staff team have attended recent training with regard to child protection; this ensures they have up-to-date information surrounding safeguarding issues. Robust employment and recruitment procedures are followed to ensure personnel are suitable. A thorough induction process and regular observations and appraisals monitor staff's ongoing suitability and identify their future training needs. Risk assessments are completed for all areas of the premises however, the cords to the blinds and the trailing wires pose a potential hazard to the children. The entrance to the building is effectively monitored and official identification documents are thoroughly checked before any person not known at the setting is allowed to enter. Effective staff deployment ensures that children are well supervised at all times. Policies and procedures are of a good standard and meet the welfare requirements. All the required records and documentation are in place and contribute to the health, safety and welfare of the children.

The management team work well together and have worked hard since registration to motivate staff and to drive improvement. As a result, there is a sense of team spirit. Staff are assisted to access training to support their ongoing professional development. Procedures for self-evaluation are in place. Future plans are well targeted and include the development of the indoor play area to provide more continuity for the children. Staff actively promote personalised learning as the system they have developed to record and monitor children's progress enables them to focus on individual children's learning needs. Clear learning intentions are identified within written plans, activities are adapted to ensure that children can participate at their own level and the next stages of children's learning are identified.

The setting strives to provide an inclusive service for both children and their families. Parents are encouraged to be involved in their children's learning; for example, they are invited into the setting to observe and participate in their child's day. Good information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, new children generally settle well with the support of a good key worker system. Parents are invited to attend parent's forums, they are actively encouraged to contribute to children's assessment records and to attend parent's evenings. They are well informed about current events through notice boards and regular newsletters. Parents are very happy with the care afforded to their children. Effective links with other providers of the Early Years Foundation Stage that children attend such as, local schools have been established.

The quality and standards of the early years provision and outcomes for children

Most staff have a good awareness of the learning and development requirements of the Early Years Foundation Stage and of the importance of learning through play. Children are becoming active learners because staff work hard to make the learning environment accessible and appealing to the children. A good range of resources are available which reflect children's interests and are displayed attractively to promote investigation and exploration. Children move around their immediate environment with confidence, and they have the added luxury of freedom of movement between the indoor and outdoor play environment. Children thoroughly enjoy the time they spend outside, developing many aspects of their learning as they work together to build a snowman. They problem solve as they work out what they need to do and what they will use to make eyes and a nose for the snowman. They confidently use mathematical language as they talk about big and little snowballs and count the pebbles which they use as buttons.

Staff respond to babies babbling positively which promotes their communication skills, reinforces their confidence and self value. Staff sit on the floor playing with the babies creating a nurturing and caring environment. Staff offer appropriate reassurance and comfort by means of hugs, cuddles and kind words. Children share very warm relationships with staff and are confident in expressing their wishes and desires. Self-help skills are developing well, as the older children are encouraged to serve their own lunch, dress themselves for outdoor play and hang up their coats.

Children develop good communication skills as staff engage with them, ask open-ended questions and listen intently to what they have to say. They are becoming aware that print carries meaning: some children confidently write their own names, other children mark-make with a purpose ascribing meaning to their marks. They thoroughly enjoy listening to a story as part of a group or reading on their own for pleasure. Children's dexterity is developing as they mould shapes with dough, thread beads in patterns and snip with scissors. Children dress up in hard hats and high visibility jackets and build wonderful models, working together to ensure their construction does not topple over. The children enjoy a painting activity and confidently name the colours they are using. Children count by rote at tidy up time, when singing number rhymes, and during play in the maths area, all of which develops children's mathematical skills. However, staff do not always encourage children to count in everyday situations, such as, preparing the table for lunch time, which would help to consolidate children's learning and understanding. Opportunities are made available to children to help develop their knowledge and understanding of the world. Resources, such as dolls, jigsaws and books help to promote children's awareness of the wider world and our diverse society. Children begin to understand about different cultures and lifestyles as they celebrate some festivals throughout the year. They are becoming aware of others and developing a caring attitude as they participate in charitable events, such as Children in Need. Children have some opportunities to explore simple technology such as a computer and equipment in the home corner; however, this is limited, which has an impact on them developing skills for the future. Children enjoy singing their favourite

rhymes, dancing and making sounds with musical instruments.

The premises are well maintained, warm and clean. Good hygiene routines are followed and children learn about the importance of washing their hands at appropriate times. Meals and snacks provided are well balanced and the setting works with parents to ensure any dietary needs are met. Children are able to access drinks, keeping themselves hydrated. Older children have free access to snacks and really relish helping themselves to fresh fruit and bread sticks. Good manners are promoted and staff act as good role models with a consistent, positive approach. As a result, children are beginning to manage their own behaviour, for example, by learning to take turns and to share resources. Children are beginning to manage some aspects of their own safety, for example they clearly know what to do in the event of a fire as the emergency evacuation procedures are practised regularly.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met