

The inspection of educational provision for children before compulsory school age

Nursery report on: Greenfields Nursery

Registered Nursery Education Inspector: Mary Dyas

Date of inspection: 17th June 2009

Contract number: T/131/08N

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Report on the inspection of nursery settings in the non-maintained sector

Name of nursery:	Greenfields Nursery
Address:	198 Tregwillym Road Rogerstone Newport
Post code:	NP10 9EL
Telephone:	01633 895141
Person responsible for day-to-day management:	Julie Samphire/ Sarah Williams
Position:	Nursery owner/onsite manager

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five-point scale to record all judgements. Grade definitions are:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

1.0 Context of the setting

Context of the nursery setting

Greenfields Nursery in Rogerstone, Newport is part of a group of four nurseries which are owned and administered by members of the same family. The Rogerstone nursery was the first and opened in September 1989. The nursery offers full day care for children from 0 – 8 years and is open from 7.30am to 6pm all year round apart from Bank holidays. Greenfields is registered for up to 16 pre-school children per half day session.

The nursery is mainly used by working parents and children travel from a widespread area. There are currently 59 children on roll including 21 pre-school children of which 13 three year olds and 6 four year olds are in receipt of funded educational provision. The nursery offers appropriate support for children with additional learning needs though there are none currently attending. The children come from mixed socio-economic backgrounds and 86% speak English as their home language. The nursery has appropriate admission arrangements in place and ensures that new children have every opportunity to settle in at their own pace.

The pre-school group has a dedicated indoor area comprising several interconnecting rooms which have been specially adapted to enable a free flow between them. These are laid out with different areas of learning and much of the equipment is accessible by the children. The walls are attractively decorated with samples of the children's work which are annotated in both English and Welsh.

Outdoors the group has continuous access to a safely enclosed space with both hard and grass surfaces. A climbing frame, purpose built play house and a shed which has been fitted out with a large sand –pit are freely available for the children to use together with planned activities which enhance those indoors.

The nursery was last inspected by the Care and Social Services Inspectorate Wales in June 2008 and by Estyn in November 1999.

2.0 Main findings of the report

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

2.2 Standards achieved by children in the seven areas of learning

Areas of learning	Grade for under-fives
Personal and social development, wellbeing and cultural diversity	1
Language, literacy and communication skills	1
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

2.3 Inspection judgement on the quality of education provided by the setting

Quality of education	Grade for under-fives
Quality of provision for children's spiritual, moral, social and cultural development	1
Quality of planning for children's learning	1
Quality of teaching	1
Quality of assessment and recording of children's progress, and reports for parents and carers	1
Quality of the relationships with parents, carers and the community	2
The extent to which the setting contributes to children's wellbeing	1
Quality of the leadership and management of the setting	1
The progress made by the setting in implementing the key issues for action identified in the last inspection report	1

3.0 The standards achieved by children in the seven areas of learning

Standards achieved by 3-4 year-olds

3.1 Personal and social development, wellbeing and cultural diversity

Children's standards in personal and social development, wellbeing and cultural diversity are good with outstanding features.

Outstanding features

Children in the pre-school group are happy and confident and relate very well to one another and to the adults who care for them. Most show an exceptional understanding of the need to treat living creatures with care and respect as they look after the pet rabbit and handle real creatures such as crabs and ragworms as part of their sturdy of minibeasts.

Many of the children have a very good understanding of the fact that they live in Wales and happily discuss the Welsh flag and traditions such as the eating of Welsh cakes and bara brith.

Most children in the group reflect positively on the things they have learned and show real concern for people who are less fortunate than themselves and think sensitively about how they can help others. They also think about how others must feel, for example when they consider the story of Grace Darling.

Good features

All children are growing in independence appropriate to their age and stage of development. They use the toilet and wash their hands themselves, undress and dress themselves (including their shoes and socks) when they have indoor physical sessions and are becoming independent learners.

Shortcomings

No important shortcomings were identified.

3.2 Language, literacy and communication skills

Children's standards in language, literacy and communication skills are good with outstanding features.

Outstanding features.

A great many of the children are very articulate and speak clearly in full sentences. They are happy to stand up in front of the whole group to tell their news. They speak independently with little support from an adult and sit quietly and listen attentively to one another making appropriate comments which demonstrate their level of understanding.

Children show a real enjoyment of language as they play with the sounds of words and think of words and sounds that rhyme with the word 'sea'.

Most children are developing their mark making skills very well. Most older children understand that writing has meaning and a minority are able to write their own name. All children are trying, and most are able, to identify their own written name. A very small minority are able to write simple words correctly unaided. All children are very familiar with initial letter sounds, and enjoy recognising which letters are in their name.

Good features

All children sit quietly and attentively to listen to stories. They show great enjoyment of familiar stories and almost all join in enthusiastically with familiar passages. Most are able to follow instructions given by practitioners and also of how to move in different ways as they listen and respond to a CD.

Many children look at books independently as part of their play. They turn the pages confidently, handling books as readers and comment appropriately on the pictures.

Shortcomings

No important shortcomings were identified.

3.3 Mathematical development

Children's standards in mathematical development are good with no important shortcomings.

Good features

All children develop a good understanding of mathematical concepts through singing number songs and rhymes in both English and Welsh. All children match and sort numbers in the course of their play and are developing their recognition of written numbers. Almost all are able to correctly recognise the numbers 1 to 10.

Most of the children are beginning to match numbers to symbols and accurately count up to ten in both Welsh and English, with some children having an understanding and recognition of numbers beyond. Almost all three and four year olds are able to count object accurately to at least 8 and older children are able to identify small quantities of objects without counting.

Most children recognise two-dimensional shapes correctly and can sort a large number of items according to colour, shape and size during their play activities. Some children are developing a good recognition of three-dimensional shapes such as cone, and cylinder. In discussion most children understand the passing of time.

Children are developing their understanding of the use of money as part of their role play. They sort coins and understand that they need to use money to pay for items and sometimes they may have change.

Shortcomings

No important shortcomings were identified

3.4 Welsh language development

Children's standards in Welsh language development are good with no important shortcomings.

Good features

Nearly all children listen and respond well to instructions and directions by practitioners, for example during registration and greeting activities, and most enthusiastically join in with Welsh action songs and rhymes.

Many children respond positively to the use of Welsh in activities they undertake and a few use Welsh spontaneously in activities involving numbers or colour. Nearly all children repeat familiar words and phrases and most children show an interest in Welsh books.

Shortcomings

No important shortcomings were identified.

3.5 Knowledge and understanding of the world

Children's standards in knowledge and understanding of the world are good with no important shortcomings.

Good features

Children make good progress in their knowledge and understanding of the world and demonstrate excitement and curiosity in their outside environment. They talk about their out-of school activities and are happy to speak to visitors.

Most children begin to develop a very good awareness of the passing of time though their familiarity with the daily routines of the nursery and an understanding of the changing seasons through their outdoor play and planting of vegetables and flowers. They are beginning to use computers appropriately in supporting their learning and successfully develop manipulative skills to operate the mouse to select and move objects on the screen.

Children's observational skills are very well developed when investigating and studying creatures such as crabs and lugworms. They take note of the different features that they see and make relevant comments. Many children are developing an understanding of the importance of caring for the earth and talk about the importance of recycling and of turning off lights.

Shortcomings

No important shortcomings were identified.

3.6 Physical development

Children's standards in physical development are good with no important shortcomings.

Good features

All children develop fine manipulative skills by using pencils, paintbrushes and small tools such as glue sticks and scissors with increasing confidence. Many use scissors skilfully and cut different materials with improving physical accuracy.

Children are developing very good spatial awareness and experiment with change of pace and physical effort in the outdoor area. They chose to use a range of small equipment with confidence, such as different sized balls, demonstrating very good hand-eye coordination. All children experiment and know different ways of moving, such as jumping, running, rolling and skipping. During their free-play many choose to ride large toys and wheeled vehicles on the outside hard surface, demonstrating increased physical strength and accuracy in movement. Most children move confidently and experiment with body movements in response to music and other stimuli. They respond appropriately to suggestions about different ways of moving and note, appreciate and copy, the actions of their peers.

Shortcomings

No important shortcomings were identified.

3.7 Creative development

Children's standards in creative development are good with no important shortcomings.

Good features

Children make very good progress in their creative development and of particular note is the quality of role-play as they play in the role play area and with small world settings. Many children take on different characters and a few use 'special' voices, for example a deep voice for a dinosaur, as they enact different scenes.

All children enjoy singing songs and rhymes in English and Welsh and express their preferences. They sing a range of songs and action rhymes with enjoyment and enthusiasm.

Children are good music makers and experiment with different instruments creating rhythms and playing along to recorded music. They control their instruments very well and are able to follow directions to play slowly or quickly and loudly or softly.

Children independently experiment with paints, pens, crayons and a range of materials for collage giving careful consideration to shape, colour and texture. They handle equipment, such as paste spreaders and paintbrushes very well, creating the desired effect in their various end-results.

Shortcomings

No important shortcomings were identified.

4.0 The quality of educational provision

The quality of educational provision for 3-4 year-olds

4.1 Quality of provision for children's spiritual, moral, social and cultural development

The quality of provision for children's spiritual, moral, social and cultural development is good with outstanding features.

Outstanding features

The life and work of the nursery successfully reflects positive attitudes and promotes respect for the diversity of beliefs, social and cultural traditions within society. The nursery has clear aims and values, that are achieved extremely well and these are effectively demonstrated in the children's development.

The adults form a very strong team, and this is an outstanding feature. They provide the children with very good role models and they value and respect the children as individuals, who in return respect each other. An outstanding feature is the extent to which the children understand and are involved in helping those less fortunate than themselves. Children frequently reflect on how individuals might feel and about how they themselves might be able to help others.

Good features

Planned experiences to enable children to observe closely the wonders of the world around them enhances children's spiritual development as they develop a sense of awe and wonder supported by practitioners who enhance these experiences through skilled questioning.

Socially, children respond well to the routines that are embedded in the nursery's organisation. Children play well together, having the self-confidence to work independently and to make correct choices. The nursery promotes the feeling of being a warm community and encourages a sense of belonging.

The children are introduced to the Welsh language and Y Cwricwlwm Cymreig is embedded in the nursery's curriculum so that the children become aware of the culture and traditions of Wales.

Shortcomings

No important shortcomings were identified.

4.2 Quality of planning for children's learning

The quality of planning for children's learning is good with outstanding features.

Outstanding features

Planning for the pre-school group is carried out by the proprietor together with a managerial support officer. Very good procedures are in place to ensure that assessment information gathered by the keyworkers is taken into account in future planning.

The nursery is well resourced and resources are used extremely imaginatively to support the topics being studied by the children.

Good features

Planning is based on purposeful themes and is firmly based on the seven areas of learning of the Foundation Phase for children's learning. Careful reflection of the continuous and enhanced provision is noted by practitioners and the planning of this provision is very good.

Planning is child-centred with purposeful adult-directed, focused activities. Practitioners know their children especially well, responding to their needs and aspirations and ensuring continuity and progression in their learning. There is equality of access for children to participate in all learning opportunities and adults are vigilant in ensuring full participation of all children. No child currently attending has been identified as having special educational needs. Good provision is in place to identify and accommodate such children including having a member of staff who is specifically responsible for special educational needs.

Shortcomings

No important shortcomings were identified.

4.3 Quality of teaching

The quality of teaching is good with outstanding features.

Outstanding features

A particularly outstanding feature of this setting is the importance that is placed on enabling individual children to see a task or activity through to their own satisfaction. A warning is given before it is time to tidy up and if necessary children are able to continue at another time.

The many exceptionally imaginative exciting and challenging activities which are planned effectively extend children's experiences and learning.

Good features

Practitioners work well together as a team. All understand the principles of the Foundation Phase and have a good knowledge of the areas of learning. This enables them to support the children in their learning through skilful open ended questioning.

Practitioners are appropriately qualified and all those involved in the pre-school group hold level three qualifications and above. Practitioners are very well supported and encouraged to improve their qualifications by the owner and registered manager of the nursery who is herself an experienced teacher. In house training is provided to enable staff to further their qualifications.

The nursery also benefits by consistent visits from outside agencies and advice from the advisory teacher provided by the Early Years Partnership who visits weekly.

Shortcomings

No important shortcomings were identified.

4.4 Quality of assessment and recording of children's progress and reports for parents and carers

The quality of assessment and recording of children's progress and reports for parents and carers is good with outstanding features.

Outstanding features

The nursery operates a very successful keyworker system. Keyworkers make regular observations of the children in their group and keep detailed notes. Information is effectively recorded and passed on to the staff responsible for planning which ensures that the needs of individual children are taken into account.

The system of assessment in place is manageable, clearly understood by the practitioners and effective in its impact on teaching and learning.

Good features

The nursery carries out the local authority baseline test the term after a child's third birthday. This is supplemented by their own records and a negotiated parent interview on entry.

Parents and carers receive written reports twice yearly with helpful comments under the seven areas of learning and receive their child's assessment folder when they leave to move on to mainstream education.

Shortcomings

There are no important shortcomings but written reports to parents and carers regarding their children's progress do not include any indications of the next steps in their learning.

4.5 Quality of the relationships with parents, carers and the community

The quality of the relationships with parents, carers and the community is good with no important shortcomings.

Good features

Parents are well informed about their children's progress and daily activities. A useful information pack for prospective parents and carers gives details of the nursery. Parents are informed of the educational provision through the display of the weekly planning on a notice board in the entrance foyer to the pre-school department and various newsletters give general information about the whole nursery.

The nursery distributes parent questionnaires annually that provide information about the views of parents to which the leaders respond appropriately. Parents and carers report that they are very happy with the care provided by the nursery and in general feel that they are well informed about the activities provided and their child's progress.

The nursery is well integrated into the community and the leaders and the children use the local environment on a regular basis.

Shortcomings

No important shortcomings were identified.

4.6 The extent to which the setting contributes to children's wellbeing

The extent to which the setting contributes to children's wellbeing is good with outstanding features.

Outstanding features

The nursery makes outstanding provision for promoting children's well being. Well-documented policies and procedures covering all aspects of children's care and safety are in place. All policies are regularly reviewed and updated as necessary. Procedures for the administration of medicines, recording of accidents, signing of visitors etc are rigorously adhered to ensuring that the nursery is a safe and secure environment for children.

Children's emotional wellbeing is very well catered for. Practitioners know the children very well and there is a strong emphasis on allowing children to develop as individuals.

Good features

The deputy manager is the designated adult for child protection procedures. She and about 50% of the present staff at the nursery have received recent training and, while the setting is working toward all staff receiving training in child protection, information is disseminated to ensure that all are well aware

of procedures and signs for concern. Overall the nursery provides a very safe environment for the children to work and play.

The nursery promotes healthy eating and encourages children to eat fruit at snack time in the morning. There are good opportunities for the children to take strenuous exercise both outdoors in the garden and indoors in the ball pit.

Shortcomings

No important shortcomings were identified.

4.7 Quality of the leadership and management of the setting

The quality of the leadership and management of the setting is good with outstanding features.

Outstanding features

There is a very self-evaluative culture in the nursery. A system of self-evaluation has been in place since December 2005 and is reassessed and updated annually. Targets are set and addressed, for example an assessment of the provision for the Foundation Phase has resulted in extensive adaptation of the space available to the pre-school group in order to ensure full implementation.

Very imaginative and practical use is made of both the indoor and outdoor spaces available. Every space is used to its best effect and storage areas are well organised with some resources available for children to access themselves. Resources are of a high quality and are appropriately used to support the planned activities.

Very good management strategies are in place to ensure staff are appropriately trained and that information is effectively shared. The provision of in house training to enable staff to pursue further qualifications is a particularly outstanding feature.

Good features

The nursery promotes equality for all and the owner has successfully focused on employing well qualified staff and keeping a favourable staff / child ratio. Staff appraisal is in place, enabling them to reflect on training needs and set targets for improvement. All staff are encouraged to attend training for personal and professional development and detailed personal files are kept. Very good use is made of the help from the Advisory Teacher from the Early Years Partnership and there is clear evidence that her ideas have been embedded.

Very good relationships exist within the nursery where all adults are firmly focused on providing the best possible educational provision for all.

Shortcomings

No important shortcomings were identified.

4.8 The progress made by the setting in implementing the key issues for action identified in the last inspection report

The progress made in addressing the key issues for action identified in the last inspection report has been outstanding.

5.0 Recommendations

The setting needs to:

Embed the good practice already developed in the implementation of the Foundation Phase.

Continue to develop the teaching of the Welsh language to give children the confidence to use incidental phrases and vocabulary for themselves.

Consider further developing assessment and recording procedures so as to identify the next steps in children's learning.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to the Chair of the Early Years and Childcare Partnership or Children and Young Peoples' Partnership, as appropriate, and to the Local Authority. An evaluation of the action taken will form part of the next inspection.