

Greenfields Nursery

Sandgate Cp School, Coolinge Lane, FOLKESTONE, Kent, CT20 3QU



Inspection date

25 June 2015

Previous inspection date

15 May 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Outstanding | 1 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff have an excellent partnership with parents. They regularly exchange information about children's learning and care. This ensures parents are aware of their child's progress and there are good opportunities for home learning.
- Staff provide a well-resourced, welcoming environment for children. Children have access to a wide range of toys inside and outdoors, that supports their independence, learning and interests.
- Staff deployment and their interactions with the children are extremely effective to ensure they consistently meet children's emotional needs. This also means that staff supervise children well and support their learning.
- Children form excellent relationships with the staff who ensure they meet their individual needs and requirements. Children feel included and develop in confidence, showing a strong sense of belonging.
- Management and staff have a comprehensive understanding of child protection issues. They attend regular training and know the procedures to follow should they have a concern about a child or a member of staff.

It is not yet outstanding because:

- Staff do not always consider all aspects of snack time to ensure it meets the needs of all the children. For example, younger children find it difficult to sit and wait. This reduces opportunities for them to develop their independence skills and engage with the environment.
- Staff do not always fully promote or make use of children's home language and/or cultures within the environment.

What the setting needs to do to improve further

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

- review snack time to ensure it meets the needs of all the children and helps develop independence skills
- strengthen the reflection of children's cultures and languages through the daily routine and environment.

Inspection activities

- The inspector observed activities and the quality of teaching inside and in the outdoor play area.
- The inspector held a meeting and completed a joint observation with the manager of the provision.
- The inspector sampled a range of documentation, including children's development records, their self-evaluation form and key policies and procedures.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.

Inspector

Maxine Ansell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan a wide range of stimulating activities that follow the children's interests and hold their attention. They constantly reinforce and teach children new skills that prepare them well for the future and starting school. Staff split children into groups for story time. This enables older children to learn letter sounds and benefit from detailed discussions about story structure. Staff respond to children's interests and the choices they make during their play to extend their learning. For example, children enjoyed playing in the water tray while staff helped children solve the problem of moving the water down a long tube. Children remain engaged in their learning for extended periods of time. They enthusiastically dig for different bugs that, with the assistance of staff, they proudly show and name. As a result, children make good progress from their starting points.

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

Children's physical development is a strength and staff promote this extremely well with an excellent well planned and well-resourced outdoor area. Children enthusiastically learn about healthy lifestyles through planting, growing and harvesting their own fruit and vegetables, and from discussions with staff. They develop their large muscles as they run, climb and take part in dance and football lessons. Through excellent praise and encouragement staff meet children's individual emotional and learning needs. The staff have exceptionally strong links with the local school, other nurseries and childminders. Staff exchange information to ensure a continuity of learning and a smooth move onto school for relevant children. Children demonstrate excellent behaviour and good manners because staff provide them with clear rules and boundaries.

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

The manager involves parents in any potential changes to nursery practice or the environment, through newsletters and questionnaires. She considers their options and those of staff before implementing improvements. Management monitor children's progress and evaluate their strengths and weaker areas within the planning. For example, children progressed less well in mathematics. Staff now use all opportunities to count and reinforce numbers. Parents speak highly of the staff and nursery. They praise the good communication about the child's day and information about the nursery's practice. The management have good recruitment, supervision and training plans to support the well-qualified staff team. Staff recently attended training to increase their knowledge and understanding of good story telling. As a result, staff confidently use resources and different ways to hold and regain children's attention during story telling.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY332672 |
| Local authority | Kent |
| Inspection number | 827352 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 24 |
| Number of children on roll | 53 |
| Name of provider | Lynsey Richards |
| Date of previous inspection | 15 May 2012 |
| Telephone number | 01303 226406 |

Greenfields Nursery registered in 2006. It operates in the grounds of Sandgate Primary School in Folkestone, Kent. The nursery opens each weekday from 8.30am to 3pm, during school term time. The after school club is open from 3.15pm to 5.30pm and some sessions are available during the school holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs seven members of staff. All of them hold appropriate early years qualifications to at least level 3, with one member of staff having a level 4 qualification.

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