

# Greenfields House

The Metropole, The Leas, Folkestone, CT20 2LS



<b>Inspection date</b>	16 February 2016
Previous inspection date	26 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children enjoy learning. They are keen to take part because staff readily follow up their ideas and interests, and consistently encourage and praise them. This enables children to make good progress from their starting points.
- The manager and staff have a strong commitment to the continuous improvement of the pre-school. They have worked hard to implement very positive changes and develop the quality of the provision.
- The nursery environment is highly stimulating and well resourced. Staff deploy themselves well to allow children to be independent and make best use of the resources to extend their learning.
- Partnership with parents is good. Parents praise the regular exchange of information about children's learning and care, creating good opportunities for home learning.
- Children are happy and demonstrate a strong sense of belonging. They form positive relationships with staff. Staff show genuine care and interest during their interactions with children.

### It is not yet outstanding because:

- Staff do not always consistently help children to develop their thinking and problem-solving skills fully to make the best of their learning opportunities.
- Staff do not always help new and non-verbal children to fully understand the routines and provide them with strategies to communicate their needs.

## What the setting needs to do to improve further

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

- provide more opportunities to extend children's thinking skills and maximise children's learning opportunities
- improve support for non-verbal or new children to understand the routine and communicate their needs.

### Inspection activities

- The inspector observed activities and the quality of teaching inside and on an outing.
- The inspector sampled a range of documentation, including children's development records, the nursery's 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.
- The inspector held a meeting and completed a joint observation with the manager of the pre-school.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership team and staff effectively monitor the impact of their care and teaching to identify ways to improve their practice and promote children's learning experiences. They have made significant improvements since the last inspection. For example, staff now share information about children's care and learning with other early years providers children attend. Safeguarding is effective. The manager and staff have a clear understanding of their role and responsibility in protecting children. The manager has implemented rigorous methods for evaluating staff practice that reflect her strong drive for continuous improvement. For example, she encourages staff to use a self-reflection book to evaluate their own practice and develop ideas to improve learning for children. The manager has extended the way in which parents and children contribute to the self-evaluation process, clearly responding to parent questionnaires.

### Quality of teaching, learning and assessment is good

Staff have improved their observations, assessments, planning and tracking of children's good progress across all areas of learning. The manager monitors children's progress to identify and address any gaps in their development. For example, mathematics was a weaker area; this has been tackled and is now a strength of the setting as children learn about size in the sand tray and count and recognise numbers at every opportunity. The manager uses a programme of professional development to make consistent improvements. For example, staff have completed training to extend their knowledge of how children develop their large and small muscles, and children now have more opportunities to develop their early writing skills.

### Personal development, behaviour and welfare are good

An effective key-person approach means that children's individual care needs are valued and respected. Children's behaviour is good and staff employ a variety of age-appropriate methods to help children learn to consider the needs and feelings of others. For example, staff encourage children to ask for the toys they want to play with. Staff promote children's health and well-being effectively. For example, they have improved opportunities for learning on their daily outings and children take part in dance and football lessons to develop their physical skills. Children enjoy healthy snacks and learn about foods that are good for them.

### Outcomes for children are good

Children make good progress. They are enthusiastic and imaginative as they extend their early writing skills by writing menus and taking orders in the caf, for example. They are well prepared for their future learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY478180
<b>Local authority</b>	Kent
<b>Inspection number</b>	1010240
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Greenfields House Limited
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	01303 255562

Greenfields House registered in 2014 and is situated in Folkestone, Kent. The nursery is open Monday to Friday, from 8am to 6pm, throughout the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs six members of staff, most of whom hold appropriate early years qualifications at levels 3 to 6.

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