

The inspection of educational provision for children before compulsory school age

Nursery report on: Greenfields Nursery, Cwmbran

Registered Nursery Education Inspector: Iwan Roberts

Date of inspection: 10 and 11 March 2009

Contract number: H/097/08N

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

Name of nursery: Greenfields Nursery

**Address: 190 Llantarnam Road
Llantarnam
Cwmbran
Torfaen**

Post code: NP44 3BZ

Telephone: 01633 877740

Persons responsible for day-to-day management: Leanne Jelly and Julie Samphire

Position: Nursery manager and proprietor

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 is a private day nursery situated in Llantarnam, near to Cwmbran, Torfaen and is one of four nurseries in the Greenfields group. It was originally established in 1995 and is currently registered with the Care and Social Services Inspectorate Wales (CSSIW) for 58 children. The nursery admits children from birth to the age of five, with the three to four-year-olds forming the pre-school group. At the time of the inspection 59 children were enrolled at the nursery. Seven three-year-olds and nine four-year-olds are funded by the local Early Years and Childcare Partnership. All but one of the children in the pre-school group are from homes where English is the first language. Children in the setting come from a fairly wide geographical area and from a range of socio-economic backgrounds. Children transfer to several primary schools. Some leave in the September following their third birthday, but many remain in the nursery and transfer to a reception class at the age of four. As a private nursery Greenfields operates its own admissions policy and provides fully for children with additional learning needs.

The nursery is accommodated in purposely adapted premises. The babies are located on the first floor and the older children, from the age of two onwards, on the ground floor. The pre-school group has its own dedicated teaching area and has access to a recently expanded and enhanced outdoor play area. The pre-school team consists of two practitioners supported by the nursery manager and deputy manager who contribute to the children's activities. Other members of staff, within the Greenfields group of nurseries, contribute to the planning of provision, cover for absences and deal with most of the administrative work. All practitioners are appropriately qualified.

The nursery was inspected by the CSSIW on 29 October 2009. The previous Estyn inspection was carried out in March 2000.

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	2
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	1

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	2
Quality of planning for children's learning	2
Quality of teaching	1
Quality of assessment and recording of children's progress, and reports for parents and carers	2
Quality of the relationships with parents, carers and the community	2
The contribution made by the setting 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	2

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

Standards achieved by 3-4 year-olds and standards achieved by 4-5 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 no important shortcomings.

Good features

Almost all children show confidence in the setting and all form good relationships with other children and adults. Most concentrate well on tasks they undertake and ask other children or adults for help when needed. All children co-operate well with others and take turns to access activities. Nearly all children develop as independent learners and enjoy experimenting with new learning experiences. Children take their turn to lay the table for their snack and develop a sense of responsibility towards each other. All children take responsibility for their personal hygiene. They take off their shoes and socks before entering the ball pit and almost all wash and dry their hands with minimal help.

Learning about Africa in their current theme develops the children's awareness of other cultures and of the need to treat people from all cultural backgrounds with respect and tolerance. Caring for their pet rabbit develops their understanding that all living things should be treated with care and concern.

Shortcomings

There are no important shortcomings.

3.2 Language, literacy and communication skills

Children's standards in language, literacy and communication skills are good with no important shortcomings.

Good features

Nearly all children listen attentively and respond well to a variety of stories and tales. Most can name their favourite stories and discuss them. Many children enjoy choosing their own books and handle them as readers. Most of the children enjoy being read to by adults. All of the children experiment with mark-making using a variety of media and most trace their names competently. The more able form letters using pencils and crayons and by using their fingers in the sand box. Writing letters and posting them develops most children's understanding that writing has a purpose.

Nearly all children listen appropriately to instructions by practitioners and carry them out confidently. All children can make themselves understood. Many children can re-tell experiences, discuss their activities, express opinions and a few do so in

extended conversations. All enjoy role-play and many mimic characters from familiar stories and books.

Shortcomings

There are no important shortcomings.

3.3 Mathematical development

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

Good features

All children develop an interest in numbers when joining in a variety of appropriate rhymes and songs. Most children can count up to five objects and many can count up to 10 and beyond. Many children recognise and name numerals up to three and some begin to form them with markers or with fingers in the sand box. Many children can anticipate the result of adding "one more" in various play activities.

Nearly all children can recognise and name basic shapes. Most children can sort, match and compare familiar objects by simple properties such as size or colour and many can do so by shape. Nearly all recognise and create simple patterns in their day to day activities and many develop an understanding of the purpose of money.

Shortcomings

There are no important shortcomings.

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 children join in action songs and rhymes. Many children respond 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

There are no important shortcomings.

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

Most of the children talk confidently about their homes and where they live. Listening and talking with one of the practitioners who has lived in Africa, and seeing and feeling many artefacts from the continent, develops their awareness of other places. They understand that the seasons bring changes that affect them and other living things. For example, many understand the need to wear warm clothes and eat hot food when the weather is cold. Most of the children develop an understanding of the passage of time through the daily routines of the setting.

Nearly all children explore and experiment in both the indoor and outdoor environment. Undertaking activities at the weaving wall and with large blocks develops their ability to solve problems, to make decisions and to appreciate the uses of a range of materials. The children's recycling activities within the setting develops their appreciation of the environment appropriately.

Shortcomings

There are no important shortcomings.

3.6 Physical development

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

Good features

All children enjoy using a range of small equipment and tools during their play and handle them confidently. Activities such as digging in compost with a trowel, collecting ducks in a fish net and using various tools to manipulate playdough develop their fine-motor skills appropriately. Almost all can grip a pencil correctly and control it well.

Nearly all the children develop confidence in using the physical spaces available both indoors and outdoors. Using the climbing frames and slides allows many children to move with increasing balance and co-ordination and most control large push and pedal toys with increasing confidence. All children listen to instructions and follow simple rules in games.

Shortcomings

There are no important shortcomings.

3.7 Creative development

Children's standards in creative development are good with outstanding features.

Outstanding features

Almost all children use a wide variety of techniques and materials, both indoors and outdoors, to create their images and models. They enjoy a good range of appropriate activities and most children concentrate well on achieving results that please them. Nearly all children understand that materials are different and make appropriate choices. They mix and combine materials confidently. Most children appreciate the work of others and enjoy discussing the images and objects they create with each other and with adults.

Good features

Almost all children enjoy joining in songs and making rhythmic sounds with a range of musical instruments. All the children express their moods and feelings confidently through movement, for example, using mime and dance to represent snowflakes and melting snowmen. All children also enjoy opportunities for role play and most can create imaginative dialogue in their play.

Shortcomings

There are no important shortcomings.

4.0 The quality of educational provision

The quality of educational provision for 3-4 year-olds and for 4-5 year-olds

4.1 The 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 no important shortcomings.

Good features

The setting has clear aims, values and principles. All children form good relationships with the practitioners and the children work well together. Practitioners praise good behaviour and attitude and encourage co-operation and friendship. The day-to-day life of the setting positively promotes respect for each other and for the diversity of beliefs and cultural traditions. Welsh culture and traditions are introduced appropriately.

The setting has worked well to develop opportunities for all children to be introduced to the Welsh language. The children develop a positive attitude towards helping others and are involved in many charitable activities during their time in the setting.

Shortcomings

There are no important shortcomings.

4.2 The quality of planning for children's learning

The quality of planning for children's learning is good with no important shortcomings.

Good features

The setting's curriculum is planned on a thematic basis. Long term planning identifies a range of six-week themes or topics providing opportunities for play and active learning across all areas of learning. Medium term planning is based on weekly provision. Appropriate activities are initially identified by practitioners and collated and refined by the planning manager. The medium term planning documentation relates to focussed tasks with learning objectives identified for each area of learning. This ensures a good balance between child initiated and adult led activities and provides equality of access and opportunity for all children. The planning considers the children's moral, social and cultural development appropriately and ensures the effective use of the setting's resources.

Shortcomings

There are no important shortcomings.

4.3 The quality of teaching

The quality of teaching is good with outstanding features.

Outstanding features

The teaching is based on a secure knowledge and understanding of the Foundation Phase framework by all practitioners who have high expectations for children's progress. Teaching is effectively managed and organised to provide a wide range of opportunities for children to learn through play and active involvement across the seven areas of learning. The activities ensure a challenging and stimulating environment, both indoors and outdoors, to encourage the children's participation and enjoyment. Practitioners intervene skilfully in the children's play to extend and consolidate learning.

Good features

Children's learning is promoted by a good balance between activities undertaken as individuals, in small groups and as a whole group. Practitioners use a good range of resources, including resources to develop information and communications technology (ICT) skills, to promote high standards of provision. Practitioners also promote racial equality and respect for diversity effectively.

Shortcomings

There are no important shortcomings.

4.4 The quality of assessment and recording of children's progress and reports to parents and carers

The quality of assessment and recording of children's progress and reports to parents and carers is good with no important shortcomings.

Good features

Practitioners undertake on-entry assessments on every child when they are admitted into the pre-school group. Parents and carers contribute to these assessments. These assessments are used effectively as a baseline to track children's progress. Practitioners also undertake regular observational assessments during the children's activities and play. These assessments are reviewed by the nursery manager and transferred into the individual children's assessment records which are taken into account when further activities are planned. The assessment records also form the basis of the children's record books which provide evidence of the children's attainment and progress during their time in the setting. Children's additional learning needs are diagnosed well and, when necessary, the setting works effectively with appropriate partners to support identified children.

Parents and carers are informed of the attainment and progress of the children by means of half-yearly reports and are encouraged to visit the setting to discuss any concerns that they may have.

Shortcomings

There are no important shortcomings.

4.5 The quality of relationships with parents, carers and the community

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

Good features

The setting provides parents and carers with a detailed handbook outlining the educational provision at the nursery. The setting also produces regular newsletters and additional information is provided on notice boards in the foyer. The nursery also has an informative website for parents and carers. Leaders and managers welcome parents and carers to visit the setting to discuss children's progress or view the work at any time.

The setting makes good use of the local environment. Practitioners use a nearby park to offer children an useful and valuable resource for finding plants, leaves and minibeasts. Recent visits to the setting by fire-fighters, a police officer, a nurse and a guide dog trainer develop children's understanding of how others in the community help them.

Shortcomings

There are no important shortcomings.

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 setting has a wide range of well documented policies and procedures relating to the wellbeing of the children. These policies and procedures include: the protection of children from harm and neglect; the promotion of social wellbeing, for example behaviour, discipline and health and the promotion of physical and emotional wellbeing such as safety on outings; accident procedures and the arrival and collection of children at the setting. All the policies are regularly reviewed and added to as necessary and are available to be viewed at the setting. The nursery's proprietor is fully aware of the child protection procedures and is able to support practitioners as necessary.

The setting promotes the children's wellbeing through its day to day procedures. For example, detailed information is kept on children's allergies to foods and materials.

Practitioners know the children well and build very caring and supportive relationships with them, enhancing their emotional wellbeing.

Good features

All staff have a Criminal Records Bureau enhanced disclosure and practitioners have an appropriate awareness of child protection procedures. All staff have received appropriate training in first aid and food hygiene. The setting promotes healthy eating and staff offer children a healthy mid morning snack which includes fruit and milk, fruit juice or water.

Shortcomings

There are no important shortcomings.

4.7 The 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

Leaders and managers of the setting have clear aims and objectives for improvement. Self evaluation is well established and this information is used to plan future developments and improvements. For example, the evaluation of the setting's provision for the Foundation Phase has led to major adaptation of the accommodation available in order to improve the quality of provision. The managers encourage high levels of expectation and are committed to improvement. Leaders and managers promote effective teamwork and develop staff through the annual appraisal process where personal targets for improvement are set and individual development needs are identified. The setting delivers staff training either in-house or by accessing external provision.

Leaders and managers ensure that the accommodation and resources available, including the use of the local environment is managed effectively.

Good features

Working relationships between practitioners and the setting's managers are good and input by additional practitioners within the Greenfields group is managed effectively to raise standards and enhance provision.

Shortcomings

There are no important shortcomings.

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

Good features

The progress made by the setting in implementing the key issues for inspection identified in the last inspection report has been good.

Shortcomings

There are no important shortcomings.

5.0 Recommendations

The setting needs to:

- R1 maintain and improve the present standards of achievement; and,
- R2 seek further opportunities to enhance the provision, in line with the setting's commitment to improvement.

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.