



Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
For Education and Training in Wales

THE INSPECTION OF EDUCATIONAL PROVISION FOR CHILDREN BEFORE
COMPULSORY SCHOOL AGE

**NURSERY REPORT ON:
Greenfields Nursery**

Registered Nursery Education Inspector: Dr Julia Coop

Date of inspection: 27th February 2006

Contract number T/115/05

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REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

Name of nursery: Greenfields Nursery

Address Chepstow Road
Langstone
Newport
South Wales
Post code NP18 2LU

Telephone 01633 411043

Person responsible for day-to-day management:
Mrs Sarah Williams

Position: 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:

Very good (Grade 1) many good features, some of them outstanding;

Good (Grade 2) good features and no major shortcomings;

Satisfactory (Grade 3) good features outweigh shortcomings;

Unsatisfactory (Grade 4) some satisfactory work, but shortcomings in important areas;

Poor (Grade 5) many shortcomings

1.0 CONTEXT OF THE SETTING

Greenfields Nursery is a part of a group of four privately owned day nurseries. It is situated on the outskirts of Newport. It caters for children from birth to 5 years. It was opened in 1999 and has been registered for Educational Provision for 3 to 5 year olds since it opened. It is open for 50 weeks of the year from 8.00 AM until 6.00 PM and holds 2 sessions per day. It has places for 20 pre-school children. Currently, there are 14 pre-school children on roll. Three 3 year olds and three 4 year olds are in receipt of funding.

The nursery operates in a self-contained and specially modified building. Pre-school children use a small room with an adjacent smaller room for messy play. They have their own self-contained outdoor space and have access to an indoor physical activity room with ball pool. They share a larger room with younger children. This can be used for dining or for indoor physical activities. The teaching accommodation, although small, is bright and attractive and many interesting displays celebrate the children's work.

All children speak English as their first language. There are no children from minority ethnic groups and no children have a special educational need, but the playgroup offers appropriate support for children with particular needs. Children come from the local area and have a range of socio-economic backgrounds. The majority attend from homes where both parents are working. They enter the playgroup with broadly average skills.

The pre-school group, within the nursery, has a team of two staff. The manager, who oversees the nursery, also assists in the class. A part time, Welsh speaking assistant tours all four nurseries to support Welsh teaching and learning. All members of staff have appropriate childcare and education qualifications. The owner is a qualified teacher who inputs into all planning and policies. The nursery has good links with the Early Years Development and Childcare partnership and the Newport Local Education Authority. The nursery was previously inspected by Estyn in June 2001. This Estyn Inspection was held jointly with Care Standards Inspectorate Wales.

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 desirable outcomes for children's learning.

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2.2 Standards achieved by children in the six areas of learning

Six areas of Learning	Judgement for 3-4 year old children	Judgement for 4-5 year old children
Language, Literacy and Communication Skills	2	2
Personal and Social Development	1	1
Mathematical Development	2	2
Knowledge and Understanding of the World	2	2
Physical Development	2	2
Creative Development	2	2

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

Quality of Education	Judgement for 3-4 year old children	Judgement for 4-5 year old children
Quality of planning for children’s learning.	2	2
Quality of teaching.	2	2
Quality of assessment and recording of children’s progress, and reports for parents and carers.	2	2
Quality of the relationships with parents, carers and the community.	2	2

2.4 The quality of the leadership and management of the setting
 Leadership and management have good features and no major shortcomings. There is clear direction from the owner and manager. Good team work and high expectations are evident.

2.5 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 major shortcomings. The setting effectively promotes children who are happy and caring.

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

The nursery has made good progress with no shortcomings. There are no outstanding issues for action.

3.0 THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING

Standards achieved by 3-5 year-olds.

3.1 Language, Literacy and Communication Skills

Good features

All children speak in sentences and can communicate their ideas well. Younger children are confident to ask questions and can express their opinions. The most able younger and, many older children, are articulate and use both English and Welsh in play and discussions. Some younger and most of the older children recognise their written name. The most able recognise key words in stories. They recognise initial letter sounds and try hard to make words with magnetic letters using their knowledge of letter sounds. All children enjoy listening to stories and like making marks on paper or writing boards. Younger children love turning the pages in their chosen books and can tell imaginary stories from the pictures.

Shortcomings

There are no significant shortcomings.

3.2 Personal and Social Development

Good features

Children at Greenfields show a mature concern for each other. Their understanding of children who have different needs or who are less fortunate than themselves is an outstanding feature. All children, whatever their age or ability, concentrate for long periods and persevere in their chosen tasks. They all display a great deal of affection and take turns to share equipment. They have established very good relationships with staff and each other and all are confident to select activities of their own. These are significant strengths. All the children use the toilet independently and wash their hands before eating. They all like being helper of the day. Most children use Welsh to greet each other. Older and more able children respond to instructions in Welsh and use Welsh confidently in their play.

Shortcomings

There are no significant shortcomings.

3.3 Mathematical Development

Good features

Younger children enjoy hunting for matching pairs of animals in the sand tray and can sort toys and items using colour or size. Younger children recognise personal numbers, such as their age and, count when playing. More able and older children can count accurately to 10 in Welsh and English. They recognise the written numeral and can match the correct number of bears onto a numeral card. The most able can say what number is 'one more' than or 'one less' than a given number. Most younger children also recognise simple shapes. All children can match the pennies they have found in the water tray to a card. The most able children match the correct coins to buy items, such as syrup, to add to their porridge.

Shortcomings

There are no significant shortcomings.

3.4 Knowledge and Understanding of the World

Good features

All children are aware of the different kinds of weather and delight in being the 'Weather Man' choosing the correct weather symbol to go onto their weather hat. All children enjoy using the binoculars to hunt for different kinds of birds in the garden. They know they need to feed them in the winter and were sad when their rabbit died. They appreciate their own Welsh culture and cultures of the world when they celebrate different festivals. All children like exploring different fabrics and materials to thread through a frame. They appreciate that some things, such as porridge oats, change when they are cooked and recognise that flavoured water turns to ice when frozen and becomes ice lollies. More able and older children are aware that plants need light, food and water to grow and can locate cold and warm places on a map. They know honey comes from Bees and bananas come from hot countries. Children use the tape recorder confidently and most know that special people help them.

Shortcomings

Although most children can manipulate a computer mouse and enjoy using the computer, it is situated too high for many children to reach and this makes it difficult for them to use.

3.5 Physical Development

Good features

All children handle pencils, small tools and paintbrushes well and achieve the effects they want. They try hard to aim sticky darts onto a dart board. The older children handle scissors reasonably well to cut out name badges for their teddies.

All the children move around the nursery and outside area sensibly. They ride wheeled toys with good control and an awareness of each other. They can dance and hop. The most able can skip.

Shortcomings

There are no significant shortcomings

3.6 Creative Development**Good features**

All children use bold colours and brush strokes to paint a portrait of their teddies. The most able produce good likenesses with a good eye for detail. All like exploring different colours, one younger child excitedly declaring 'look I've made purple'. All children use their imagination to act in role and like dressing up or using puppets to recreate stories in their puppet theatre. Singing and dancing are expressive and tuneful and all children like making different sounds on the saucepans hanging outside.

Shortcomings

Children have fewer opportunities to make creative choices because they do not have free access to a creative workshop of junk and different materials.

4.0 THE QUALITY OF EDUCATIONAL PROVISION**The quality of educational provision for 3-5 year-olds****4.1 The quality of planning for children's learning****Good features**

The long and short term planning is good and linked carefully to the desirable learning outcomes. The planning already takes into account the seventh area of learning in the new Foundation Phase. There is a good balance of teacher led and child centred activities across the areas of learning and relevant themes are used to engage the children's interest. The nursery uses information from parents to help planning. Racial equality and respect for diversity is very well promoted through the

use of interesting resources such as 'disabled dolls', dolls and resources from around the world, stories and pictures. This is an outstanding feature.

Shortcomings

Although the use of the outside area is planned for, children do not have free access. The area has been developed recently but its full potential as an outside classroom has yet to be realised.

Currently, planning does not identify activities to meet the needs of children of different abilities.

4.2 The quality of teaching

Good features

Relationships between staff and children are very supportive. Lots of praise is used that encourages children to 'have a go'. There is a good team spirit and staff work well together. Staff have a good knowledge of the Desirable Outcomes for Children's learning. They use available resources particularly well to make learning interesting and relevant and to promote effectively equality of opportunity and respect for diversity. Staff ask relevant and challenging questions to support learning. Staff are flexible and use the children's own ideas to adapt the activities that are planned.

Shortcomings

Staff usually group children by age rather than by their stage of development.

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

Good features

On entry to the pre-school class, a detailed baseline assessment is undertaken. Staff meet regularly to discuss children's progress and every four months they complete relevant and detailed progress books. They observe children daily and record these observations, identifying the 'next steps' needed in learning. This is a very good feature. Samples of children's work are kept and appropriately commented upon and dated.

Formal consultations meetings are planned for parents. There is an open door policy and staff are available at all times to discuss individual concerns with parents. Currently parents receive one report each year, but in response to parents views this is about to change. In future parents will receive two reports a year.

Shortcomings

Parent reports are not linked to the desirable learning outcomes. Development points are not stated in more positive terms. Some comments appear a little negative.

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

Good features

Parents' views are formally sought through questionnaires. Regular newsletters keep carers and parents fully informed. Questionnaires received indicate that parents are pleased with the quality of the provision and the progress their children are making. Open days; parent evenings and an open door policy are welcomed by parents.

The nursery has good links with the local community. Visits into the local area, such as to the garden centre, the local field for sports and visits to the shops aid children's learning and their personal development. In addition, visitors such as the fire service, dentist, police and a Hindu lady enhance the curriculum well.

Shortcomings

There are no significant shortcomings

5.0 THE QUALITY OF LEADERSHIP AND MANAGEMENT

The quality of the leadership and management of the setting

Good features

Leadership and management are effective. The owner has a clear vision and aims for the nursery. She works closely with the manager to ensure policies and procedures are continually reviewed. The work of staff is monitored carefully and staff training is thorough and relevant. The nursery works closely with outside agencies to enhance the provision. All staff work well together. The nursery has begun a self-evaluation process so that there is a secure awareness of strengths and areas for development. Relevant improvements targets have been established.

Shortcomings

There are no formal procedures established to evaluate the impact of staff training on the quality of provision and children's learning.

6.0 SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT

The provision for 3-5 year-olds

The quality of provision for children's spiritual, moral, social and cultural development

Good features

The nursery promotes children's spiritual, social, moral and cultural development well. Children learn a lot about the Welsh culture and also different cultures through a wide range of activities and resources. They are very well prepared for life in multicultural Wales. This is a strength. Their singing of the Welsh national anthem is impressive. Children are encouraged to be helpful and thoughtful young people through activities such as the 'Toy Box' appeal.

Shortcomings

There are few opportunities for children to sit quietly and reflect.

7.0 PROGRESS SINCE THE LAST INSPECTION

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

The setting has maintained its good features and developed its provision well. It has successfully addressed all the key issues. Planning is more detailed and multi-cultural awareness is now an outstanding feature.

8.0 THE KEY ISSUES FOR ACTION

The setting needs to:

- Build on the good start made on self evaluation by evaluating the impact of staff training, on raising standards and the quality of provision;
- Develop the use of the outside learning environment as an outdoor classroom, providing more opportunities for children to experiment and explore. This will support the development of different learning styles appropriate for the Foundation Phase;
- Ensure parents reports are linked to the desirable learning outcomes.

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 Estyn. An evaluation of the action taken will form part of the next inspection.