

# Green Nursery School

Leen Place, St Peters Street, Nottingham NG7 3EN



<b>Inspection date</b>	4 April 2019
Previous inspection date	22 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Staff provide opportunities for children to develop their mathematical skills. For example, they count objects with younger children, helping them to develop their understanding of numbers. Older children match numbers to the same quantity of objects.
- Staff work well as a team and demonstrate consistently strong teaching across the nursery. Children are motivated to learn and make good progress in their development.
- The manager invites staff to attend supervision meetings to reflect on and develop their practice. Staff attend training that helps to deepen their understanding of how to support children's communication and language skills. For example, they use clear, simple language. This helps children who speak English as an additional language to reach typical levels of development in their speaking skills.
- Staff help all children, including those who speak English as an additional language, to feel valued and appreciated when they first start. For example, when they talk to children, they use key words in the children's home language to support their understanding of routines. All children demonstrate a sense of belonging in the nursery.
- Staff encourage children to be independent. For example, children serve themselves during snack and mealtimes. They make choices about what they would like to eat and pour their own drinks.
- The manager monitors the progress made by groups of children. This helps her to identify gaps in learning and to provide more opportunities for children to develop their understanding of the world. For example, the manager invites police officers into the setting to talk to children about their occupation. Children learn about people who help them.
- Staff do not consistently seek information from parents about children's prior learning on entry to the setting, to help plan more precisely for children when they start.
- Occasionally, staff do not support children to extend their learning through self-chosen play experiences.

## What the setting needs to do to improve further

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

- gather more information from parents about children's achievements right from the start, to plan even more precisely for their learning
- strengthen the support given to children to allow them to follow their self-chosen play, so they get the most from their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery school manager.
- The inspector held a meeting with the nursery school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery school.
- The inspector spoke to several parents during the inspection and took account of their views.

#### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Staff share information with parents daily and give them feedback about activities children have enjoyed and their children's care routines. Parents are complimentary about staff and say that they know their children well. Staff give parents ideas and suggestions about how they can continue to support children's learning at home. For example, they offer them resources that help older children to recognise letters of the alphabet, promoting their literacy skills. Children with special educational needs and/or disabilities are supported well in their development. Staff work closely with parents and other professionals to promote their individual needs. Safeguarding is effective. The manager and staff understand their responsibilities regarding child protection. They know the action they must take if they have any concerns about a child or colleague. This promotes children's safety and welfare. Since the last inspection, improvements have been made to provide babies and younger children with further opportunities to develop their learning outdoors.

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

Staff are qualified and use their knowledge of childcare to observe and assess children's learning. They identify children's abilities and plan for what they need to learn next. They support children's communication and language skills well. For example, when they move objects, staff say 'shake, shake, shake'. Children copy the words spoken and develop their understanding of words to describe the actions they make. Staff support children well in their role play. When children play 'doctors', they show children how to put a stethoscope in their ears and to listen to a child's chest. Children develop their understanding of tools and equipment through imaginative play. Staff encourage older children to extend their literacy skills. They provide them with resources and encourage children to write the letters in their name.

### Personal development, behaviour and welfare are good

When children arrive, they are happy to separate from parents. Children show that they have good relationships with staff and demonstrate that they are emotionally secure. Staff talk to children about the nutritious snacks and meals they offer them, promoting children's understanding of healthy eating. Parents are asked to comment on the food offered and give staff ideas and suggestions about ways to incorporate different food options. Staff encourage children to try new types of food as a way to promote a healthy diet. They ensure that children receive fresh air and exercise daily. Children have opportunities to develop their physical skills. For example, they kick and throw balls, demonstrating their balance and coordination.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children demonstrate a good understanding of the world, including technology. They demonstrate their knowledge of how to use a simple computer program. Children behave well. They play cooperatively with others and learn to share and take turns. Children are confident, demonstrate good listening skills and follow instructions. This helps them to learn key skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY396010
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10071793
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Green Academy Trust Committee
<b>Registered person unique reference number</b>	RP529092
<b>Date of previous inspection</b>	22 September 2015
<b>Telephone number</b>	0115 924 9613

Green Nursery School registered in 2009 and is situated in Nottingham. The nursery school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 4. The nursery school opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery school provides funded early education for two-, three- and four-year-old children.

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