

Green Nursery School

Leen Place, St Peters Street, Nottingham, NG7 3EN



Inspection date	22 September 2015
Previous inspection date	29 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely well settled and happy. Babies who are new to the nursery very quickly form strong relationships with the adults who care for them and seek them out for support and comfort.
- All adults have a strong knowledge and understanding of the developmental needs of children. Activities and equipment are good quality and fun. Experiences are wide ranging and interesting, both at the nursery and when children go on local visits.
- Leaders have a secure and accurate understanding of what works well at the nursery and what could be improved. They listen effectively to parents, children, staff and other professionals so that any improvements made are the right ones for the children.
- Children behave extremely well. They are considerate of each other and the adults who care for them. Adults are excellent role models. They actively demonstrate the high expectations they have of the children.

It is not yet outstanding because:

- Leaders do not use all the monitoring information they have well enough to be confident that all groups at risk of not achieving their potential are known about.
- Individuals have slightly different thresholds for reporting a safeguarding concern straight to the local authority.
- Staff in the toddler room do not organise themselves effectively at snack time, with the result that preparation takes a long time.

What the setting needs to do to improve further

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

- make better use of the monitoring information to make sure that all groups at risk of not achieving their full potential are known about and can be planned for
- review snack time in the toddler room so that adults know which task they are responsible for in order to reduce the amount of time it takes to get children ready and settled for their prayer and snack
- clarify with staff the threshold for them to report a safeguarding concern directly to the local authority so that they all have a consistent understanding.

Inspection activities

- The inspector observed activities in the three nursery rooms.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the headteacher and manager of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.

Inspector

Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management is good

Leaders are well qualified, knowledgeable and experienced. They have a very good understanding of the wide range of requirements they must meet to provide an effective service for young children and their parents. Leaders robustly monitor the progress of individual children who attend the setting. They pay particularly close attention to the progress of children who speak English as an additional language or who need extra support because they have additional learning needs. There are strong and effective relationships with a broad range of partners and professionals involved in the learning and development of children at the nursery. The arrangements for safeguarding are effective. Staff have a secure understanding of what would cause them to be concerned about the well-being of a child or the behaviour of another adult towards a child. New members of staff are subject to a rigorous recruitment procedure. Staff also have regular and supportive one-to-one meetings with their manager to review the quality of their work, plan for their development and discuss any concerns about children.

Quality of teaching, learning and assessment is good

Staff carefully and accurately observe and assess what the children in their key groups know, understand and can do. They use their robust knowledge of children to plan interesting activities to support children to achieve the targets they have set for them. Children enjoy activities that adults lead, such as a 'story basket' session based on 'Dear Zoo'. They became engrossed in the story, enthusiastically found animals in the basket and lifted the flap in the book to reveal the animals, after waiting patiently for their turn. Staff have a strong focus on the development of children's language and communication skills. They model spoken English very well. For children who speak English as an additional language or who have additional learning needs they adopt strategies suggested by other professionals with very positive results.

Personal development, behaviour and welfare are outstanding

Excellent attention is paid to how children are introduced and settled into the nursery. Parents provide a wide range of information about their child and find that this helps them and their child to trust the staff and settle-in quickly. Nursery routines are very well-established and thoughtfully introduce the children to the traditions of the Islamic faith. Children of all ages, including babies, know the routines of their day and understand the clear expectations staff have for their behaviour. They settle very well to activities and spend time concentrating hard and working with other children, for example, on building tall, stable towers of wooden blocks and then successfully counting how many blocks they have used.

Outcomes for children are good

All children make good progress. Children who need extra support make very good progress and the gap between them and their peers is narrowing quickly. Children of all ages are independent and make choices about their play and learning. Older children recognise letters and know about the sounds they represent. All children are well prepared for the next stage in their educational journey.

Setting details

Unique reference number	EY396010
Local authority	Nottingham City
Inspection number	1015232
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	84
Number of children on roll	32
Name of provider	Green Academy Trust Committee
Date of previous inspection	29 September 2014
Telephone number	0115 924 9613

Green Nursery School was registered in 2009. It operates from a purpose-built premises in the Radford area of Nottingham city and is part of the Green Academy Trust, which is a charitable organisation. There are two areas available for outdoor play. The nursery school employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 or 6 and the headteacher holds Early Years Professional Status. The nursery opens Monday to Friday, all year round apart from Islamic religious festivals. Sessions are from 8am to 5.30pm and children attend for various session throughout the week. The nursery provides funded early education for two-, three- and four-year-old children.

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