

# Greetland Private Day Nursery

The Old School, Green Lane, Greetland, Halifax, HX4 8DB



<b>Inspection date</b>	3 March 2017
Previous inspection date	21 October 2013

<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 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

- Leaders are highly qualified and committed to providing the best for children and their families. They are very well organised and have an accurate view of the quality of the service provided. Effective self-evaluation successfully involves the opinions of parents and staff. This helps to drive further improvement and benefits all children.
- Staff recognise the uniqueness of each child. The consistency of the key-person system supports continuity for all children. Settling-in sessions are tailored. Children's transfer between rooms and on to school are effectively supported and individualised. This helps to ensure that children's emotional well-being is significantly enhanced.
- Children are motivated, active learners who are excited to participate in activities. Staff use a variety of effective methods to support all children's communication and language skills. Older children learn about interesting objects, including didgeridoos. They accurately recall what these are, where they are from and describe what they are like.
- Parents are kept very well informed about their children's progress during daily discussions with staff and through access to the secure online programme. Partnerships with parents are strong, overall. Parents are highly complimentary about the nursery and feel particularly well supported by warm and friendly staff.

### It is not yet outstanding because:

- Staff do not fully promote children's awareness of healthy eating and help them to understand the impact that different foods can have on their bodies.
- Staff do not yet encourage parents to share information about their children's development on entry to the nursery.

## What the setting needs to do to improve further

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

- raise children's awareness of the importance of healthy eating and the impact that different foods can have on their bodies
- gather more information from parents about what children already know and can do when they first start to attend.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 deputy nursery manager.
- The inspector held a meeting with the deputy nursery manager and provider. She discussed self-evaluation, looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their roles and responsibilities and what to do should they have any concerns about a child. This is underpinned by detailed policies and procedures. Children's progress is systematically monitored and individual plans for children are swiftly put in place. Additional funding is targeted to enhance children's development and to help narrow gaps in achievement. Staff are well supported. Efficient induction, regular appraisals, effective mentoring and training days help to improve staff's teaching. This has a positive impact on outcomes for children. Partnerships with schools are very well established.

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

Staff complete regular and accurate assessments of children's development. They use this information to plan effectively for children's next steps in learning. Staff interact very well with children. They narrate what children are doing, ask effective questions to help them think and directly teach them skills. Babies display an interest in books. They handle books gently and point to the pictures. Staff are wonderfully tuned into their communication and name the objects in the book. Babies make links with what they know as they identify the fire engine and say 'ne naw'. Toddlers play happily and with purpose, filling buckets with sand. Staff help them discover how the sand makes the wheel turn. Older children demonstrate excellent listening skills as they enthusiastically sing with staff. They attentively follow the change in rhythm of the song from fast to slow and the tone from loud to soft.

### Personal development, behaviour and welfare are good

Staff are very caring and provide sensitive support for all children. Children's behaviour is good. Staff calmly support children's early social skills through sensitive guidance and specific praise. Behaviour is managed well. Staff help children to understand and respect diversity in the community. Displays and resources positively reflect different families and cultures. Children have daily opportunities to play outside. Babies demonstrate their physical strength and balance as they skilfully propel themselves on the wheeled toys. Good hygiene and health routines are promoted well. Children have independent access to water to keep themselves hydrated throughout the day. Children sleep in areas that are safe and secure. Children's physical well-being is effectively promoted.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress in their learning. Babies and young children actively explore activities and resources. Children are developing their literacy skills. They identify words that rhyme and they listen to stories. Children name letters and days of the week correctly. Older children recognise two-digit numbers and count to 15. They accurately complete simple calculations and add one more correctly to identify the new number. Children confidently share their ideas in a group. Children are developing the skills, knowledge and attitudes that will serve them well when they move on to the next phase of their education. They are well prepared for school.

## Setting details

<b>Unique reference number</b>	303738
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1063926
<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>	0 - 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	Greetland Private Day Nursery LLP
<b>Registered person unique reference number</b>	RP521940
<b>Date of previous inspection</b>	21 October 2013
<b>Telephone number</b>	01422 370888

Greetland Private Day Nursery was registered in 1999. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including two with early years professional status, one of whom also holds a MA (Honours) Degree in Education. The nursery opens from Monday to Friday all year round. Sessions are from 7.30 am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

