

# Inspection of Greenfields Nursery School Limited

Mayo Road, Shipston-on-Stour, Warwickshire CV36 4BH

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Inspection date: 15 July 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are secure and deeply engaged in their work and play. They sustain high levels of concentration throughout a wide range of high-quality planned activities which meet their individual needs. Children are able to access the outdoor areas freely, and have developed a deep interest in wildlife, planting and growing. Younger children have natural spaces that are planted with herbs and vegetation which attract lots of local wildlife that the children can observe from the decking area.

Children demonstrate a love of stories, and exceptional thought is given to ensuring that all children have access to books. For example, a lending library has been developed for each room, where parents and children can borrow books that can be read at home to develop a greater understanding of language. Children are given the opportunity to experience a wide variety of activities, including French, Mandarin, yoga, science, dance, multi sports, tennis and calypso. These classes are inclusive to all children across all age groups. During a science class, children conduct an experiment using sweets to create a rainbow. They make predictions about what might happen when water is added to the sweets and delight in seeing the colours dissolve into a rainbow. Children are provided with an ambitious curriculum that is well planned and centred around their needs and interests. Leaders ensure that children make rapid progress from their initial starting points. Staff are knowledgeable about child development and use observation and assessment effectively, alongside the early year's foundation stage curriculum, to build on what children already know and can do.

### **What does the early years setting do well and what does it need to do better?**

- Staff's interactions with children are of high quality. Children are constantly exposed to new vocabulary to enable them to communicate effectively. For example, after singing time has finished, children are offered the choice of two stories. Staff ask the children what the fairest way is to decide. They all agree they need to have a vote. They have a show of hands, and although not all children agree with the choice, they are happy to have voted.
- Children are extremely confident and articulate in expressing themselves to their peers and key person. Babies have also developed strong attachments to their key person and have formed close and affectionate bonds. This was demonstrated during a small-group singing session.
- Children with additional needs are regularly assessed to support them to achieve their milestones. Staff work very effectively with outside agencies for additional support, to achieve the best outcomes for children.
- Children demonstrate high levels of respect for others and understand the rules of the nursery. They are excited to join in, negotiate and share activities. Staff

regularly praise the positive attitudes of the children.

- Leaders successfully ensure that staff give children a broad range of learning experiences that nurture and reflect the local community and beyond. For example, through celebrating and understanding British values and differences. The nursery is a prominent part of the community, with links to the local library, rugby club and local schools.
- Leaders are highly committed to ensuring that all staff are supported within their role and in their professional development. They receive targeted training to develop skills and knowledge, and regular peer-on-peer observations and supervision meetings are used to reflect on performance and training needs.
- Leaders demonstrate a precise knowledge of what is effective teaching, and this shared understanding enhances the delivery of the curriculum.
- Leaders actively promote staff's well-being by working alongside them, and through appreciation schemes and special events. Staff comment that they feel very supported within their role by their leaders.
- Staff have developed excellent relationships with parents and involve them successfully in children's learning. Staff share children's assessments with parents through an online portal so they can see how their children are developing and learning. Parents comment about the positive and meaningful relationships they have with the staff and how prepared their children are for school.
- Older Children take part in small group activities that have purposeful learning intentions and focus on children's next steps or transition events, such as starting school. Children have the opportunity to discuss how they are feeling about changes and new information they have gained.
- Younger children have the opportunity for sleep and rest, and have their feelings recognised and valued when sad or frustrated. Staff use appropriate language to recognise children's feelings, using this opportunity to introduce new vocabulary to extend children's understanding of expressive language.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding children is a priority within the nursery and share safeguarding procedures with staff, visitors and parents. They ensure that staff's knowledge and skills are kept up to date through induction training that is revisited during staff meetings and supervisions. Staff have a strong understanding of safeguarding policies and procedures, especially those for reporting allegations. Staff are aware of safeguarding leads within the nursery, demonstrating an awareness of who to contact with regards to external support. Leaders have established rigorous recruitment and vetting procedures to make sure anyone who comes to work at the nursery is suitable to work with children, prior to them taking up their position.

## Setting details

<b>Unique reference number</b>	EY438368
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10116445
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	138
<b>Name of registered person</b>	Greenfields Nursery School Ltd
<b>Registered person unique reference number</b>	RP531186
<b>Telephone number</b>	01608 663 672
<b>Date of previous inspection</b>	6 April 2016

## Information about this early years setting

Greenfields Nursery School Limited registered in 2011. The nursery operates Monday to Friday, from 8am to 6pm, for 50 weeks of the year, except for bank holidays. The nursery employs 20 staff, 17 of whom hold appropriate qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children and receives early years pupil premium.

## Information about this inspection

### Inspector

Nichola Patel

## Inspection activities

- The inspector completed a learning walk with the manager to discuss the intentions of the curriculum.
- The manager and the inspector undertook a joint observation to assess the quality of teaching.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and area manager. She looked at relevant documentation and 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.

We carried out this inspection 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.

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