

# The Greenfield Children's Centre

Hurst Drive, Waltham Cross, Hertfordshire, EN8 8DH



## Inspection date

Previous inspection date

1 April 2015

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

How well the early years provision meets the needs of the range of children who attend

Good

2

The contribution of the early years provision to the well-being of children

Good

2

The effectiveness of the leadership and management of the early years provision

Good

2

The setting **meets legal requirements for early years settings**

## Summary of key findings for parents

### This provision is good

- Children learn through play and participating in age-appropriate activities that promote their next steps in learning. Staff effectively plan daily educational routines, such as music and story sessions, and group discussions to support children in developing their skills to start nursery.
- Staff understand children's different learning styles, which enables them to link the planning for indoor and outdoor activities. Children freely access both environments and extend their skills and play across all areas of learning. As a result, they are eager explorers and learners.
- Staff are welcoming and organise home visits and settling sessions to comfort children during their early days. As a result, they settle quickly and form strong bonds with staff and peers.
- Staff participate in child protection training and know the steps to take to protect children. Practice is well documented and children's welfare is effectively monitored.

### It is not yet outstanding because:

- Procedures to identify children's starting points of learning are lengthy and do not fully engage parents. As a result, children's learning is not maximised in their early days at pre-school.
- Not all staff model best hygiene routines or remind children to wash their hands regularly, such as after nose wiping routines. Therefore, children do not thoroughly learn about good hygiene practices.

## What the setting needs to do to improve further

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

- strengthen the procedure to identify children's starting points of learning to ensure this includes further participation of parents so children's learning is maximised from their early days at pre-school
- review washing hands procedures, especially after nose wiping routines, so good health is promoted consistently and children learn to effectively manage their hygiene needs.

### Inspection activities

- The inspector observed activities, talked to staff and interacted with children during the inspection.
- The inspector conducted a joint observation with the pre-school qualified teacher.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability checks and safeguarding procedures.
- The inspector looked at children's assessment and planning records.
- The inspector had a tour of both indoor and outdoor play areas.
- The inspector sought parents' views through discussions on the day of the inspection and through written feedback.

### Inspector

Karina Hemerling

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff promptly start their observations of children's skills. However, children's starting points of learning are only identified after several sessions. Furthermore, staff do not fully involve parents in sharing more precise information about children's actual skills on entry. Therefore, their initial learning is not maximised. Staff regularly assess children's development and closely monitor their progress. They skilfully complete the progress check for children aged between two and three years and share this report with parents. Staff also share children's learning journals with parents. This promotes their learning between the pre-school and home. For example, staff engage parents in teaching children rhymes and collecting leaves for activities at pre-school. Excellent links with outside professionals especially benefit those with special educational needs and/or disabilities, who receive continuous support. Children who speak English as an additional language effectively learn English and use their home language at pre-school. Teaching is good and children develop their skills well.

### **The contribution of the early years provision to the well-being of children is good**

Staff promote healthy living by keeping children active and providing them with nutritious snacks. Children have excellent outdoor experiences. For example, they play ball games, build with large blocks and explore playground equipment. Most of the time, children's independence is promoted well. For example, they learn toileting skills and feed themselves at snack time. However, not all staff promote healthy hygiene practices. For example, hand washing procedures are not consistent, especially following nose wiping routines. Staff support children's social development and organise small and large group activities so they learn to cooperatively play. Children's behaviour is discussed with parents and children are supported with age-appropriate boundaries. Staff teach children to persist and manage risks. For example, they build an obstacle course and evaluate the best ways to complete the task safely. Staff praise children to boost their confidence and self-esteem. Therefore, children are happy and resilient.

### **The effectiveness of the leadership and management of the early years provision is good**

Staff understand and effectively implement the safeguarding and welfare requirements. They share policies and procedures with parents and inform them about all aspects of practice. Managers promote safe recruitment and undertake ongoing checks to ensure staff's suitability. Staff participate in supervision meetings and continuously enhance their teaching practice through training. They conduct risk assessments and checks of play areas to minimise risks and hazards for children. Staff seek parents' views, track children's progress and reflect on practice as a team. They demonstrate a good capacity for continuous improvement. The Early Years Foundation Stage is at the heart of practice and children benefit from a secure team of professionals that meets their diverse needs well.

## Setting details

<b>Unique reference number</b>	EY244219
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	855868
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Greenfield Nursery School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01992 760779

The Greenfield Children's Centre was registered in 2002. This registration is for the pre-school that operates as part of the children's centre. The pre-school employs 13 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 and 3, including two with Qualified Teacher Status. It opens from Monday to Friday, term time only. Sessions are from 9am until 12pm and 12.30pm until 3.30pm. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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 2015

