

Inspection of Greenhays Nursery School Ltd

Green Lane, Red Lodge, Bury St. Edmunds, Suffolk IP28 8LD

Inspection date:

17 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Staff welcome children as they enter the nursery with a warm and friendly smile. Children show they feel relaxed and comfortable as they happily wave goodbye to their parents at the door. Children make trusting bonds with their key person, often going to them for reassurance when needed. During a water play activity, babies enjoy learning through their senses and by trial and error. They giggle with delight as they splash water over themselves.

The provider does not always complete the necessary checks to establish the suitability of all new staff in a timely manner. Despite this, all staff are very clear that new staff are never left unsupervised with children, which means children's well-being and safety is assured.

While children have many positive learning experiences, younger children and those with special educational needs and /or disabilities (SEND), do not benefit from a consistently well-planned and effectively implemented curriculum, to build on what they already know and can do. Children are well-behaved and kind. Staff provide meaningful praise when children share popular toys. This helps them learn behaviours expected of them. Children are learning to risk assess environments themselves when they remind their peers to go down the slide one at a time for safety.

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

- Not all new staff have had their suitability checked. The provider has not carried out a Disclosure and Barring Service check for those who are in regular contact with children. However, new staff have a very good understanding of their roles and responsibilities. They explain they are never left alone with children and do not provide any intimate care to children, until mandatory suitability checks are completed. This means there is minimal risk to children's welfare.
- During group time, pre-school children learn about values, such as the importance of democracy and respect. For example, while children vote for their preferred messy play activity, they confidently explain how they must go with the majority. This highlights how they are beginning to accept the need of others.
- Not all staff are monitored and supervised closely enough to ensure teaching is consistently good throughout the nursery. Consequently, the curriculum for younger children is not as strong as it is for older children. At times, staff do not use all opportunities to ensure younger children benefit from challenge that extends their skills and knowledge, so they can achieve their next steps in learning. Although there are some weaknesses in the teaching, children frequently show they feel happy, safe and settled in the nursery.

- Generally, parents are happy with the communication and regular updates they receive about their child's ongoing progress. Staff work with parents to find out children's interests from home when they first start at the nursery.
- The arrangements for supporting children with SEND are not consistently effective. Emerging concerns are not always acted on swiftly to ensure children get the help they need and reduce any differences in their learning. Although parents are offered advice to support their children, effective plans are not shared consistently well to ensure robust partnership working.
- Pre-school children show a keen interest in learning about the life cycle of a butterfly. Staff introduce words such as 'symmetry', during children's play and provide pictures of a peacock butterfly to discuss how both wings are the same. As a result, children are learning new vocabulary in a way that enables them to use these words meaningfully and extend their communication skills. Staff understand looking at books together is a great way to help young children learn new words and regularly encourage this.
- Staff are familiar with children's individual dietary requirements, and they sit with children while they are eating to make this a sociable time. Babies and young children are encouraged to feed themselves and to experience different, healthy foods. Older children develop independence as they pour their own drinks and develop important skills to support them for when they progress to school.
- The new management team demonstrate a commitment to raise the quality of care and learning. They have identified further staff training required to ensure themselves and staff are successfully fulfilling their job roles and responsibilities. Staff express that their well-being is considered and they feel valued in their role.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that a Disclosure and Barring Service check for new staff is obtained in a timely manner	16/05/2025

improve arrangements for supporting children with special educational needs and/or disabilities and ensure parents and/or carers are kept up to date with their child's progress and development to help them make the progress they are capable of	17/06/2025
identify and provide the necessary training to support the management team to understand and fulfil their roles and responsibilities.	17/07/2025

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

- monitor practice more closely to help staff continually improve the quality of teaching so that all children benefit from consistently good-quality learning experiences.

Setting details

Unique reference number	251498
Local authority	Suffolk
Inspection number	10380900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	38
Number of children on roll	49
Name of registered person	Greenhays Nursery School Ltd
Registered person unique reference number	RP523216
Telephone number	01638 750658
Date of previous inspection	27 June 2019

Information about this early years setting

Greenhays Nursery School Ltd registered in 1986. The nursery employs nine members of childcare staff, eight of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am until 5.30pm, all year round apart from one week at Christmas and bank holidays. It provides funded early education for all eligible children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- The management team and the inspector completed a tour of the nursery, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the management team showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the management team and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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