

# The Grange PDN

Inspection report for early years provision

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**Unique reference number** 206256  
**Inspection date** 24/11/2009  
**Inspector** Karen Ann Byfleet

**Setting address** Marshall Street, Alfreton, Derbyshire, DE55 7BW

**Telephone number** 01773 520347

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Grange Day Nursery opened in 1992. It is situated in the centre of Alfreton and operates from three self-contained buildings. All children share access to a number of secure, enclosed outdoor play areas. Children attend the nursery from the local and wider area. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 70 children from birth to under eight years may attend the nursery at any one time. There are currently 94 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities.

Nineteen staff are employed to work directly with the children. This includes a manager, deputy and room supervisors. Eleven of the staff hold full and relevant qualifications at level 3 or above. Six staff are currently working towards a qualification at level 2 or 3. The nursery also receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff provide a fully inclusive practice as they recognise and support the uniqueness of each child. Children thoroughly enjoy their time at the setting and their welfare needs are promoted well. Partnerships with parents are good as all information regarding children's learning and development is shared on a regular basis. Links with other providers have not yet been fully established to ensure consistency and coherence in children's care and learning. The setting has clear views for development and continuous improvement and all staff are included in the process.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further opportunities to link the indoor and outdoor environments so that children can move freely between them
- develop further the links with other providers who deliver the EYFS to ensure consistency and coherence in children's care and learning.

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

Children are protected and their welfare supported as effective up-to-date records, policies and procedures are in place. A detailed safeguarding policy is in place and staff are clear about the procedures to be followed and they regularly update their knowledge of safeguarding children procedures through training. Daily checks and

efficient risk assessments are completed to ensure children are kept safe both within the premises and when on outings. Safety equipment such as safety gates, are in place throughout the nursery. The premises are kept secure as doors are kept locked and staff are alerted to visitors by the door bells. Children are protected in an emergency situation as regular evacuation drills are practised and recorded. Their health and welfare is supported well as the setting has established, consistent hygiene and safety procedures. Resources and premises are well-maintained, clean and suitable for their use.

Children are cared for by a long established team of staff who have a good knowledge and understanding of the Early Years Foundation Stage (EYFS). They are well-deployed with effective systems in place to ensure required adult child ratios are met. Efficient systems are in place to ensure staff are suitable for their role and are clear about their responsibilities. For example, all staff undergo suitability checks and regular appraisal ensures they remain suitable to their position. The setting is well-equipped with toys and resources which provide children with sufficient, age appropriate stimulation and challenge through all the areas of learning. Children enjoy and participate in a good range of mark making and creative activities and they have access to a good range of books. Role play and imaginative resources are available at all times. For example, children enjoy the home corner, where they are able to act out familiar scenarios. Through planned topics and themes children are able to learn about a variety of real life situations such as shops and doctors. The setting has an established routine to which the children respond well. Children have daily access to outside play in an enclosed area. They have access to play vehicles, balls and other equipment which promotes their physical development. A separate sensory area has been created which enables children to enjoy planting and nurturing flowers in pots, developing their knowledge of how things grow. They also have access to natural materials to investigate and explore. However, access to the outdoors, although planned, does not provide children with freedom to move between indoor and outdoor play as outdoor play is timetabled into the daily routine.

Inclusive practice, equality policies and procedures are all implemented well throughout the setting so that children have their welfare needs met and are able to generally achieve as well as they can individually. Partnerships with parents and carers are well-established and ensure each child's needs are met. Currently verbal discussions are used to ascertain children's starting points and to exchange information about their child's day. Key workers complete development records of children's progress and these are available for parents to see at any time. Also the key worker sends children's development records home regularly for parents to read and comment on. The development of beneficial links with other providers who deliver the EYFS have not yet been fully implemented to ensure consistency and coherence in children's care and learning.

Recommendations from the last inspection have been completed. As a result, the setting demonstrates capacity to maintain continuous improvement. Self-evaluation has been implemented by management and enables all staff to evaluate and reflect on their practice. Parents views are taken into account through their daily discussions with staff.

## **The quality and standards of the early years provision and outcomes for children**

Children are making good progress in their learning and development. They are happy and settled in the setting. Interactions are good and all children benefit from caring, warm staff who have been in place for a number of years. They are developing good social skills and a sense of belonging to a wider family group. For example, the inspector is shown around the 3-5's area by a child who introduces the children to her. Positive behaviour management is used effectively to divert any inappropriate behaviour. Planning and assessments are clearly linked to the EYFS and development records for all babies and children contain a good range of planned and spontaneous observations of their progress and there is clear identification of their next steps.

The learning environment supports children's progress towards the early learning goals. Children have free-choice throughout the sessions and there is a good balance of child-initiated and adult- led activities which ensure purposeful play, helping to raise children's self-awareness and ability to think and reason for themselves. For example, babies enjoy playing with small world animals and staff introduce them to using the animals in water play and add bread which the babies like feeding to the ducks. Through such an activity, the babies are developing a sense of themselves and others and to explore objects and materials using their hands and mouths. All children are involved in effective, focussed activities both within groups and individually. Throughout the setting, children have the opportunity to undertake creative activities and enjoy many free expression activities such as drawing and free-painting. Toddlers clearly enjoy the company of the staff as they engage with them in the sand, playing a game of hiding their hands under the sand so others have to find them.

Children's welfare and safety is effectively well-supported. They feel safe within the setting and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about safety by themed activities and by practicing the emergency evacuation. To promote healthy living children enjoy healthy snacks of fresh fruits and vegetables.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met