

# Griffin Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY390214

**Inspection date**

27/10/2009

**Inspector**

Frank William Kelly

**Setting address**

The Griffin Nursery, Stonyfield, BOOTLE, Merseyside, L30 0QS

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**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Griffin Nursery has been registered for a number of years. It was registered to a new company in April 2009 but did not commence operation under the new organisation until June 2009. It is one of two settings operated by the organisation and is based within two main rooms in a single storey building, leased from Sefton Council. It is situated on a housing estate in the Netherton area of Sefton, which is near Liverpool.

The setting is registered on the Early Years Register. A maximum of 30 children may attend the setting at any one time, all of whom may be in the early years age range. There are currently 29 children aged from 11 months to four years on the roll, some in part-time places. The setting is also registered to provide care for children aged five to under eight, which is registered on the compulsory part of the Childcare Register. The setting provides care for some children who have Special Educational Needs.

The setting employs nine staff; all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. One member of staff is working towards an additional qualification, which is the Early Years Practitioner Status. There is also a cook and a cleaner. The setting receives support from the Early Years team and provides funded places for the provision of early education for some of the children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The premises are suitably maintained and organised to promote children's safety and well-being. Children have secure and relaxed relationships with the staff and there is a developing system in place for planning and extending children's learning so that they are making sound progress. Documentation is generally well maintained and meets most aspects of regulatory requirements. Partnership working with parents is actively encouraged and those with other regulatory agencies are effective in ensuring that each child gets the essential support that they need. Self-evaluation is secure and realistic. A well planned timetable for improvements to the premises and equipment has created a secure foundation for future development of the setting.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain from parents information about who has legal contact with the child; and parental responsibility for the child (Safeguarding and promoting children's welfare)
- 10/11/2009

- ensure all regulatory documentation is recorded in the required manner. In this instance that the records of children's attendance include times of arrival and departure and the complaints procedure includes the required timescales that any formal concerns raised must be responded to. (Documentation)

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

- develop opportunities for children to find out and learn how to use technology; consider how such activities can be linked to the extending children's learning opportunities across the six areas of learning
- continue to build upon and refine the systematic and routine approach to using observations to plan for children's learning.

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

Children are safeguarded through suitable policies and procedures including those for collection by unknown adults. The management has secure systems for ensuring that staff have the appropriate experience and qualifications to care for children. Vetting procedures are in place, which are in line with regulatory guidance and adults who are not cleared are never left unaccompanied with the children. Several of the staff including the nominated persons' have undergone safeguarding training and are able to adequately discuss the procedures to be followed as reflected in the settings safeguarding children policy.

On a daily basis children are protected from accidents and harm as staff maintain good security of the premises and implement a series of checks to ensure that hazards have been minimised. The resources are of a good quality and electrical and fire prevention equipment is serviced annually. Risk assessments are maintained; including those for trips to activities at other premises and into the wider community. All other policies and procedures are in place. However, some statutory documentation does not contain all required information. For example, children's attendance records do not include the times of arrival or departure and the procedures to follow regarding complaints do not include the timescales within which they must legally be investigated. Parental information relating to legal contact and parental responsibility has not been obtained. These are requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS). However, on this occasion there is no impact on the safety and well-being of the child and Ofsted does not intend to take any action.

There are clearly strengths in aspects of the leadership and management. It has an accurate diagnosis of the settings strengths and weaknesses. In the four months since taking over the setting it has implemented well planned changes to underpin improvement for the future. It has recognised the importance of the premises layout, investing in alterations to improve the playrooms and rest facilities of younger children and introducing good quality toys, resources, fixtures

and fittings. In the playrooms, resources, are thoughtfully organised. The books, toys and visual images representing images of other cultures and challenging stereotypical views of disability and gender roles, are helping children to develop positive attitudes to those that are different from themselves.

Many aspects of engaging parents are good. The setting is keen to develop partnership with parents through displays, newsletters, meetings and training initiatives. However, success is still limited regarding regular involvement with the planning for children's on going learning. That said, informal exchanges of information at arrival and collection times ensure that children's essential needs continue to be met. In particular the steps taken for supporting children with specific dietary needs is carefully and sensitively applied. The provision and systems in place for care of children who have Special Educational Needs is thorough and well-monitored to promote the best interests for the individual child.

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

Children have good relationships with staff; they want adults to sit next to them when they play and younger children squeal with excitement when their key worker arrives to start their shift. They are happy and secure because the adults show interest in what they are doing. The pleasantly presented resources encourage children to explore and experiment. For example, outdoors the children excitedly test the new wall display of door handles. They push and turn the levers making several attempts to work out which move up, down, left and right. Inside they recreate familiar experiences as they pretend to cook in the role play area and make cakes with the play dough. These experiences along with mark-making, exploring books and listening to stories are helping children to develop an interest in how and why things work, practise and consolidate their skills. These are some of the activities that help develop children's skills for the future. However, the use and access to technology is less successfully organised and promoted.

The continuous access to resources and variety of materials mean that children are afforded experiences that span all six areas of learning. Staff have embraced the principles of the EYFS, interlacing adult-led activities alongside the children's self-chosen play. They make regular planned observations of children to help them plan for children's next steps of learning. However, they are not always transferring these observations to the future planning nor are they combining planning with daily routines to help maximise experiences. For example, children are encouraged to spread jam on their toast at breakfast and serve themselves at snack time. However, at lunch time the adults set up the tables and serve the food. This means children are not being provided with additional challenge of the skills they already have, nor are they being encouraged to problem solve or be involved in simple calculation.

That said the staff engage the children very well in other ways; they effectively use the spaceman puppet when singing 'Five little men in a flying saucer' to help young children understand about turn-taking and sharing. This sense of fairness and respect for each other is modelled throughout the setting. The staff are polite and

courteous to each other and the children mirror their example. Staff praise well and helping each other often takes place without adult instigation. For instance, an older child pours herself a drink. She notices a younger child at the snack table and pours a drink for her also. Children enjoy a range of experiences outside of their setting as they participate in music and physical activity sessions at nearby centres. Some of the children learning Spanish have recently enjoyed a trip to a Spanish restaurant.

Children's good health is encouraged as they are provided with healthy choices at snack and mealtimes. They enjoy freshly prepared meals, such as lamb risotto for lunch and staff talk with them about how food makes muscles grow. These discussions are complemented by activities, such as preparing pumpkins to make soup. This kind of activity helps children be involved and make connections about their food, which further increases their understanding of developing a healthy lifestyle.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 10/11/2009