

# Goulton Grange Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY291063

**Inspection date**

30/03/2010

**Inspector**

Julie Morrison

**Setting address**

Goulton Grange Farm, Potto, Northallerton, North  
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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.

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## Description of the setting

Goulton Grange Day Nursery has been registered since 2004 and is owned by a private provider. It operates from a large refurbished barn on a family-run farm near the village of Potto in North Yorkshire. The nursery is open each weekday from 7am until 6pm for 50 weeks a year.

The nursery is registered to care for a maximum of 40 children under eight years at any one time, all of whom may be in the early years age range and no more than 15 of whom may be under two years. There are currently 48 children attending in the early years age group. The nursery also offers care to children aged over five years to 11 years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 14 members of staff, including the owner and manager, of whom 10 hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and their families are warmly welcomed into the nursery by the staff and management. The nursery has suitable procedures in place to gather information about children's individual needs and all documentation required to promote the safe and effective management of the nursery is in place. Most staff have a basic understanding of the learning and development requirements of the Early Years Foundation Stage and the nursery provides a suitable range of experiences which covers most areas of learning. This supports children to make steady progress in their learning and development. Although the manager is relatively new to the nursery, she demonstrates a genuine commitment towards developing practice and promoting outcomes for children. However, systems to effectively involve staff in this are not yet in place.

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

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

- carry out regular appraisals to further identify the training needs of staff
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development
- promote effective continuity and progression of children's learning and development by sharing relevant information with other provisions and parents
- develop further opportunities for children to use information and communication technology to support their learning
- develop staff's understanding of the learning and development requirements of the Early Years Foundation Stage and provide sufficient time for them to reflect on what has been observed in order to use this to inform future

planning.

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

Children are appropriately safeguarded at the nursery because staff have a sound understanding of procedures to follow should they have a concern about a child. Staff have attended recent training in child protection and a clear written policy is in place. Appropriate vetting and recruitment procedures have been established and evidence of enhanced disclosure numbers is available for all staff. This ensures all adults looking after children are suitable to do so. The nursery supports staff in attending some training and obtaining appropriate childcare qualifications; however, regular staff appraisals have not been carried out to identify further training needs and effectively support staff development. Most staff have a current paediatric first aid certificate, ensuring they can deal with minor accidents quickly and appropriately. Staff ensure that children remain safe in the nursery as they implement appropriate procedures, such as keeping the external door locked, using stair gates and maintaining close supervision of the children. This is complemented with written risk assessments for all areas of the nursery and outings.

Positive relationships have been developed with parents to enable children to settle according to their individual needs. This helps to promote children's confidence and sense of security. Parents receive an information pack prior to their child starting and relevant information is displayed on the noticeboard, such as the certificate of registration, policies and complaints information. This ensures that parents are appropriately informed about the nursery. Basic information regarding children's likes and dislikes helps to provide staff with some information about children's starting points. Most parents of younger children receive a daily diary to keep them informed about children's daily care, and this is complemented with most key workers talking to parents on a daily basis. However, effective systems to share information about children's learning and development are not in place. This does not ensure that parents are kept effectively informed about their child's progress towards the early learning goals. Some procedures have been established to pass over care information to parents from other providers of the Early Years Foundation Stage. However, the nursery has not established any procedures to share information about children's learning and development with other providers to promote continuity of learning.

Space at the nursery is appropriately used to enable children to move around freely and access a suitable range of resources. Colourful displays of the children's work, along with a wealth of photographs, help children to feel a sense of belonging and promote self-esteem. The children enjoy regular outdoor play which promotes their physical development, for example, playing on swings, ride-on toys and the climbing frame. Opportunities to further challenge children across all areas of learning in the outdoor area are, however, limited, although the manager has recognised this as an area for development. Appropriate procedures are in place to organise the nursery and the manager is currently updating all policies. Although relatively new to the nursery, the manager demonstrates a very positive attitude

towards developing practice and promoting outcomes for children. Management has used the Ofsted self-evaluation form to identify areas for development. However, although the manager is beginning to discuss areas for development with the staff, there are currently no systems in place to ensure that staff are involved in reflective practice. No children with special educational needs and/or disabilities currently attend the nursery. However, the manager is very clear about her roles and responsibilities in this area and is committed to ensuring all children are included.

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

Most children arrive happily at the nursery and part confidently from their parents and carers. They are generally content, settled and willing to take part in a range of activities which covers most areas of learning. Children have developed secure relationships with their key worker and look to them for cuddles, support and reassurance, which helps them to feel secure in the nursery. They move around the space confidently, making choices about which activities they wish to take part in and playing with their peers. Children behave appropriately at the nursery as they know what is expected of them; for example, they all join in at tidy up time. Staff promote positive behaviour as they provide children with lots of praise and encouragement; however, the grouping of children at circle time does not always fully consider the needs of all children.

Staff and the manager have clearly worked hard to try to develop their understanding of the learning and development requirements of the Early Years Foundation Stage. However, most staff have not attended any further training on this and have limited time to write their observations. Each key worker is responsible for their own planning; this helps to ensure that it is based on children's individual needs. However, it is not always clear to see how children's next steps are being used to inform future planning. Nevertheless, children are making steady progress in their learning and development as key workers clearly know their children well. Children engage in a suitable range of activities in the nursery. They develop their imaginative skills as they dress up as pirates and search for treasure. They have a variety of opportunities to be creative; for example, babies enjoy exploring paint while older children decorate Easter cards. Most staff support children's learning well through a range of open-ended questions; for example, as children practise their cutting skills, staff ask them how many pieces of paper they now have. Staff support children's language as they introduce words such as 'more than' and 'bigger'. Children join in enthusiastically with well-known rhymes, which further supports their communication skills. A variety of games, such as jigsaws and coloured dominoes, is used to support children's problem-solving skills and encourage them to match colours. Resources to promote children's information and communication technology skills are limited; babies do enjoy pushing buttons and dancing to music and a computer is available for older children. However, this is stored in another room which means that children do not have independent access to it. This does not fully support their developing skills for the future. Children are showing a developing interest in books; they select them independently and 'read' stories to their friends and staff

regularly sit with the children to read their favourite stories. A suitable range of posters, books and resources, along with planned activities, helps children to begin to develop an awareness of diversity and the world around them.

Children's good health is suitably promoted at the nursery. Daily menus are clearly displayed for parents to see and children are provided with a variety of balanced meals. Effective procedures for older children, such as washing their hands before meals and cleaning the tables, help to reduce the risk of cross-infection. Children are beginning to learn about keeping themselves safe as they practise regular fire drills and staff give them gentle reminders, for example, not to run as they may fall and hurt themselves. Access to the outside play areas, along with regular walks down the lane, provides children with opportunities to see the animals and to get fresh air and exercise. This further supports their well-being. All documentation to support children's health and welfare, such as accident forms and regarding medication, is in place and up to date.

## 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	3

### 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	3
The effectiveness of partnerships	3
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	3
The extent to which children make a positive contribution	3
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: Met

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