

Granby House Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Granby House Nursery is part of the chain of Granby Nurseries Ltd. The nursery has been registered since 2003. It operates from a single storey building situated in the rural village of Carlton-in-Lindrick, Worksop, north Nottinghamshire. It is situated close to all local amenities. Play outside consists of grassed and patio areas which are safe and secure. Inside children are grouped according to ability or age. There is ample car parking facilities available. The playgroup serves the local community and surrounding villages and children attend various sessions and times throughout the week.

The nursery is open Monday to Friday, between the hours of 7.30am and 6pm, all year round. A maximum of 47 children aged between birth and five years old may attend the nursery at any one time. There are currently 104 children on roll all, of whom are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. It has systems in place to support children with learning difficulties and/or disabilities and any children who speak English as an additional language. The nursery employs 17 members of staff, with most holding a recognised childcare qualification. The setting is lead by a graduate with Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are active, independent learners. This is because the staff team have excellent knowledge and understanding of effective methods of implementing the Early Years Foundation Stage. Children's individual needs are met extremely successfully because of the excellent partnerships with parents and others involved in their care and learning. Children's health and safety is given high priority and is clearly underpinned by comprehensive policies and procedural documents, which are shared with parents. The staff team are highly committed to continually improving through regular reflective practice and promoting inclusion to all those involved in the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving further the existing fire drill records.

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting places a very strong emphasis on the safety of children. Staff are vigilant in ensuring that children are safeguarded because they fully understand their roles and responsibilities to protect children. Through regular training, staff actively keep abreast with current safeguarding procedures and understand the importance of adhering to the clearly written policy, should they have any concerns regarding a child in their care. Rigorous recruitment procedures ensure that all adults working with children are suitable to do so. A high priority is given to risk assessments and children's safety. Visual checks that are undertaken daily and written documentation ensure that hazards are identified and action is taken to minimise risks to children. The premises are very secure, ensuring that no children are able to leave the setting and all visitors are unable to gain access without authorisation. For example, visitor identification is checked before entering the premises; they are requested to sign the visitors book and are not left alone with children at any point. This is fully supported by staff who vigilantly supervise children throughout the day, for example, when they are outside or sleeping. This very effectively promotes a safe environment where children feel safe and secure to explore and investigate, whilst having fun.

The management team effectively organises the resources and deployment of staff to enhance children's well-being and learning. Extremely thorough and robustly-written policies, procedures and records provide excellent guidance for staff and parents to follow. However, some minor aspects of the fire drill records are not as robust. There is a very good key person system in place to ensure all children receive equal care and attention. The staff team demonstrates a high level of ambition to provide good quality care and continually improve outcomes for children. This is achieved through the management team valuing the individuality and skills of staff and successfully promoting professional development through regular training, such as graduate training in childcare. All staff are fully involved in the self-evaluation process. There is also a parent suggestion box plus completed questionnaires, which are included in the process of identifying further improvements. Children are also encouraged to contribute to improvements and future ideas. For example, recent suggestions have prompted the nursery to enhance the outdoor play space, creating wonderful areas for children to explore and investigate. The staff team work extremely well together, creating a fun, warm, stimulating environment for children. There is a fantastic range of resources that are attractively presented, in a good state of repair and easily accessible, which ensures children's all-round development is successfully enhanced and their independence skills superbly promoted.

The nursery makes every effort to work effectively with parents and others involved in the child. Excellent feedback from parents indicates the value they place on the setting and the care and learning that is provided for their child. Staff encourage parents to contribute to their child's learning and work sensitively to ensure all their child's needs are successfully met. Excellent transition systems promote continuity of care for children. Information, such as pictures,

photographs and development files are shared with new providers supporting children in settling in to their new environment. Great emphasis is placed on inclusion. Girls and boys play with the same toys, accessing inside and outdoors freely. Activities are adapted and successfully tailored to individual children's needs and sensitive conversations are held with parents regarding the challenges and progress of their child. There are excellent systems in place to support children with special educational needs or whose first language is not English. Staff are proactive in encouraging parents to be actively involved in the setting, utilising their skills to raise children's awareness to diversity. For example, they do this by sharing stories from around the world and supporting staff in the correct pronunciation of different languages other than English.

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

Staff are very skilled, committed and motivated in creating an environment which is industrious, busy and fun. Children benefit excellently from this approach and fully enjoy themselves as they learn through play. Children make excellent progress in their learning and development. Children are highly motivated, curious and explore with excitement as they spend time inside and outdoors, making choices in their play, whether by themselves or with their peers. This is because staff fully appreciate and understand children's individual level and pace of learning. Staff actively promote children's free choice and successfully build on the interests of every child. Staff are confident to allow children to take the lead and intervene appropriately when supporting and extending children's learning. Children have a very positive attitude to learning.

Children's progress is monitored very carefully. Information from parents and initial assessments identify children's starting points. From this, staff vigilantly undertake regular observations to support their knowledge of children's needs, interests and skills. This enables staff to flexibly plan play, building on children's interests to track their progress. Thorough and in-depth records of children's progress are shared with parents on a regular basis. Evidence includes a record of achievement, the child's progress and development, covering the six areas of learning. There are clear links identifying each child's next steps in their learning.

Wonderful outdoor play promotes children's all-round development. Water play with guttering, blocks, buckets and sponges engage children's concentration for very good lengths of time. Plenty of thought-provoking questions by staff enhance children's critical thinking and problem solving skills. Children are totally absorbed in the activity as they try to work out how best to stack blocks of wood to make the water flow faster down the guttering. Mark making activities extend to the outdoors, for example, children use crayons to draw on paper wrapped around tree trunks. Children show great curiosity as they look for mini beasts in and around a tyre. They gently move small twigs and leaves using magnifying glasses to spot the small creatures. They shout with excitement as they find some and engage in detailed conversation with a member of staff, talking about the shape, size and number of the mini beasts they have found. Cooperatively, several

children continue to search for more mini beasts, taking it in turns to use the magnifying glasses. An interesting range of objects hang between the trees for children to explore texture and sound. Young children and children who require additional help are fully supported by staff as they reach up to touch the objects or are moved closer enabling the children to easily access the activity. Children choose to take the story box activity outside in the garden area. They eagerly find a place to sit and wait their turn to pull out an object and relate a rhyme or song to it.

Very good relationships are forming between staff and children. Babies are content and are developing personalities as they laugh and smile with their key person in the room. They show a strong sense of belonging and confidence as they explore their surroundings, demonstrating that they feel safe. They happily give and receive cuddles and engage in babbling conversations with staff. The youngest babies are treated with equal concern where staff are extremely sensitive in building their confidence and familiarising them with new objects and challenges. For example, one child, securely held in a staff members arms, is encouraged to reach out to touch a brightly coloured string of beads. The staff member warmly talks to the baby, smiling and praising the baby on the smallest of attempts. From a young age, children's self-esteem is positively promoted. Older children's self-esteem is very good. They are familiar with routines and expectations and play very harmoniously together.

Children follow very good hygiene procedures. They know to wash their hands before lunch and after using the toilet. They have a very good understanding of the importance to do this as it stops the germs making them poorly. Staff successfully promote the practice further by being positive role models, for instance, by wearing aprons to help serve lunch and follow effective nappy changing procedures to minimise the spread of infection. Lunch time is a social affair where children independently select plates, cups and cutlery. They talk about holidays, travelling on planes and what they did with family members. Menus are healthy and fully address any individual dietary needs. Very clear communication is relayed between parents, staff and the cook to ensure these requirements are fully respected. Outdoor play is actively promoted because the staff fully understand the benefits for children. Children thoroughly enjoy being outside in the fresh air whilst exercising and enhancing their all-round development in all types of weather.

Children are establishing key skills to support their future learning through excellent opportunities promoted by the nursery. For example, they participate in fire drills so they learn about their own safety. They explore the local community from a young age, visiting the shops and local resources and spend constructive time during their transition periods between the nursery and settling-in to school. Children also access a very good range of programmable toys, such as, computer games, cameras and toy shopping tills. Excellent activities are provided for children to learn about diversity. They access a very good range of resources, such as, dressing up, musical instruments and food tasting activities. The setting actively promotes the participation with the local community and parents, sharing ideas and crafts, such as, mosaic patterns and taking 'Granby bear' to London for royal events.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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