

# Snapdragons of Grosvenor

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## Description of the setting

Snapdragons' of Grosvenor is based in the rooms of a Georgian town house in Bath City. It provides full day care for up to 60 children from birth to five years, who are accommodated in three units appropriate to their age. The group was established in 1999. The group is registered on the Early Years Register. There are, at present, 97 children on roll and the setting is in receipt of funding for three and four-year-olds in early year education. The group supports children with special needs educational needs/difficulties and/or disabilities and children who speak English as an additional language. They are supervised by a staff of 16, most with experience and suitable childcare qualifications or working towards a National Vocational Qualification, also included a staff with Early Years Professional Status. There is a secure and well equipped outdoor area. Families from Bath and the surrounding area use the facility. The group have taken part in 'Investors in People' and in the accreditation scheme 'Quality Counts'. The nursery is open from 07:30 until 18:30 for 51 weeks of the year. The group attends training provided by the Bath and North East Somerset Early Years advisor team. The setting receives support from an early years teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making very good progress in this well-equipped and welcoming setting, where staff, parents and others work in close partnership overall, to meet each child's unique needs. Children are happy and enjoy learning through play. All children including babies are making significant gain in their learning and development. Staff are friendly and approachable; they take positive steps to ensure that all children can take part in activities, whatever their backgrounds or stages of development. The quality of the nursery is effectively monitored through a self-evaluation system indentifying their strengths and areas for improvements accurately. Staff are committed to continually improve the outcomes for children. The recommendations from the last inspection were actively addressed consequently; this shows the setting good capacity to maintain continuous improvement.

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

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

- develop self-evaluation system further by working collaboratively within the setting, with staff and children, to share knowledge question practice and test new ideas with high aspiration for every child
- develop further the planning to ensure consistency across the nursery, especially in recording the Next Steps in each child's learning and

development.

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

The staff take a professional approach to their role in safeguarding children. They have good understanding of safeguarding issues and the procedure to follow if they are concerned about a child. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The nursery environment is safe and secure for the children due to an effective risk assessment process. The staff demonstrate commitment to promoting children's safety, by ensuring the premises is well-organised enabling children to move around the nursery with ease with resources stored at their level. The staff have a common sense of purpose to work together giving the children the opportunity to achieve to the best of their ability. The company ensures the required checks for adults working directly with children are carried out, and the manager ensures that children are always well supervised; as a result, robust steps are taken to safeguard children.

The nursery has good commitment to ensuring all information, which underpins effective management, is shared with the parents. Staff are well aware of what new resources are required for example, from accurate evaluation. However, the new manager plan is to develop the self-evaluation system further by working collaboratively within the setting with the staff and children with high aspiration for every child. Policies and procedures are detailed and accessible to them. The staff ensure children's progress is well monitored to check they all move forward from their starting points. They routinely support every child to ensure their individual needs are met and that no child is disadvantaged. Contact with other agencies, such as the area special needs coordinator and speech and language therapist ensures children with additional needs are assessed appropriately and receive additional support where necessary. Children with English as an additional language are well supported, through additional aids, such as pictures of items with the words written in English. Activities are planned to ensure all children are included and that they receive interesting, enjoyable and challenging experience across all six required areas of learning and development.

The nursery promotes equality and diversity well. Children are helped to understand and embrace differences of cultures and religions and to get a better understanding of the wider world through well-planned activities, such as festivals. There is a good range of resources that reflect positive images of diversity such as dressing up clothes, books and posters. Strong links with the local school and the reception class teacher enables an effective sharing of information in order to promote the continuity of the children's learning and development and a smooth transition for the children into school. The nursery's introduction of the 'Big Steps' sessions for all the pre-school children as helped in their preparation for school, for example, children are able to develop their skills of undressing and dressing for physical education or to improve their concentration by completing the task they have started.

Children benefit from a very good range of well managed resources both indoors and outdoors which are used effectively to achieve the planned goals in the children's learning and development. The staff are well deployed to ensure children are well supported and their individual needs met.

The staff have an excellent relationship with the parents. All work very well together enabling an effective two-way communication which greatly benefits the children. Information is shared in a variety of ways such as through the nursery website, newsletters, notice board, meetings to discuss their child's progress and daily verbal feedback and social events such as garden parties. The information on the children is comprehensive, significantly enhancing the continuity in both care and learning. From feedback of the questionnaires the parents they are very happy with the care and education their children are receiving. They find the staff friendly, supportive and approachable.

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

The children's learning is well supported through the provision of a very good range of toys and resources. These form a well-planned, interesting environment. There is effective interaction with supportive staff who enable children to learn through play. There is a very good balance of adult-led and child-initiated activities. Children have the opportunity to learn in a good quality, learning environment. They enjoy a good variety of interesting activities both indoors and outdoors. They develop their physical skills very well, through exercises such as balancing on beams, climbing, throwing and catching and exploring, riding on bikes and scooters in the well planned outdoor play area. Children are given great opportunities to experience and enjoy the outdoors through free-flow activities. Children negotiate their way around the indoor and outdoor space confidently because of the well planned environment and good staff support. Children enjoy activities which help them in developing their understanding of problem solving, reasoning and numeracy. They find different shapes; enjoy counting games or filling and emptying containers during sand and water play or experimenting with tubes and pipes. Children show great enjoyment playing with construction toys, building blocks, a digging in the sand pit, using simple tools.

Children are developing exceptionally well their communication and language skills as staff spend time talking to them. Staff use effective open ended questioning during play to help children think critically, such as, 'What do you think is going to happen next?' They are encouraged to ask questions and develop their confidence in participating in conversations. They enjoy listening to stories and good opportunities for extension of their learning such as participating in the Big Steps sessions where they bring their own idea to the group, for example, they initiate drawing their own treasure map; they are supported in recognising their names and the letters in their names.

Children enjoy creative play, such as singing songs, imaginative and role-play, using different textures and media. They show enjoyment in mixing colours and mixing colours. Children play a full and active part in their learning. Children are encouraged to sustain involvement and persevere with a task. Staff carry out

regular observations and assessments on each child and plan activities according to their age and stage of development. The next steps in their development are well-planned. A learning journey record is available with photographic evidence of all children, showing participation in range of activities. Children's progress is regularly monitored through observations which are recorded in each child's learning journey. All activities are linked well to the six areas of learning; any gaps are identified and through the observations, the next steps are planned for each child's learning and development. However, there is not sufficient consistency in the recording of the children's Next steps across the nursery. The nursery has introduced a new planning system which is recently been implemented across the nursery, most staff are confident with the system, however, there is room for improvement.

Innovative teaching helps to motivate the children. The staff have a strong knowledge of the Early Years Foundation Stage learning and development requirements. Parents are helped to understand how children learn through play. Staff share with them the children's, learning journeys, and the range of activities the children participate in. Parents are actively encouraged to be involved in their child's learning.

Children respond to challenges with enthusiasm. They are very much included in the planning with their interests and ideas. Children's independence is well supported; they are able to confidently choose their activities and are very involved at snack and lunch time as they take on small tasks. Children are developing a good understanding of the routine of the setting. Children are learning to take turns and share, they are able to select and use resources independently, successfully building their confidence and self-esteem. There are good strategies in place overall to manage children's behaviour according to their age and stage of development.

Babies seem happy and contented and confident to explore their surroundings; they are happy to play by themselves, with the assurance that a familiar adult is around. They have range of toys and equipment in easy reach; they are able to experience the feel textures and materials. Staff carry out regular observations and assessments on each child and plan activities according to their age and stage of their development. The next steps in their development are appropriately planned. A learning journey is available with photographic evidence of babies participating in range of activities. Suitable equipment such as highchairs and cots are available to ensure children can eat and sleep comfortably.

The rooms are bright and welcoming and are organised very well to meet the needs of all the children. All toys and resources are easily accessible to the children.

Children's healthy lifestyles are well supported. They have very good opportunities to engage in a wide range of physical activities in the well-planned outdoor play areas. They are provided with healthy snacks and meals. They learn about healthy eating and the benefits of exercise to their bodies. Children are helped to manage their own personal hygiene with good support from the staff, as needed. Staff are aware of the children's dietary needs and work with the parents to ensure children are provided with snacks or lunches that are healthy and nutritious. Children are helped to understand how to keep themselves safe through the frequent practice of the evacuation procedures. Staff are aware of their responsibility for promoting

a safe environment and children's understanding of keeping themselves safe. The children show a strong sense of security and of feeling safe within the setting. They are confident and contented. They have good relationships with the staff and each other and are learning to play harmoniously.



## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1

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