

# Granby House Nursery

Inspection report for early years provision

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**Unique reference number**

EY281276

**Inspection date**

19/09/2011

**Inspector**

Tara Street

**Setting address**

Aldwarke Road, Parkgate, ROTHERHAM, South Yorkshire,  
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**Telephone number**

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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**

Granby House Nursery is one of four nurseries owned by Granby Nurseries Limited. It was registered in 2004 and operates from a converted Georgian residential building and an adjacent annexe situated in the centre of Parkgate in Rotherham, South Yorkshire. Children have access to a secure enclosed outdoor play area.

A maximum of 82 children aged under eight years may attend the nursery at any one time, no more than 44 of whom may be under two years. The nursery currently takes children from birth to five years of age and is open Monday to Friday from 8am to 6pm for 52 weeks of the year, closing for Bank Holidays. It serves a wide range of working families who travel from different areas within the borough and children attend for a variety of sessions. There are currently 131 children on roll who are within the early years age range, some of whom are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are 29 members of staff, including the managers, who work directly with the children. Of these, the owner, manager and deputy manager hold a degree in early years and also hold Early Years Professional Status. The nursery achieved the 'Quality in Action' quality assurance scheme in 2008. It is a member of the National Day Nurseries Association and receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Children thrive in a nursery where staff show an outstanding commitment to providing high quality care and education. Overall, an extensive and highly stimulating range of activities and experiences are exceedingly well planned and delivered, enriching children's learning experiences. Comprehensive action is taken to ensure that the nursery is fully inclusive and that children's individual needs are thoroughly understood and met. Excellent partnerships between parents, carers and other early years providers and agencies ensure a highly effective continuity of care and learning, which enables children to make outstanding progress. The exemplary organisation of the nursery and robust systems to monitor and evaluate the ongoing quality of their practice demonstrate the excellent capacity for continuous improvement.

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

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

- extending opportunities for children to work alongside artists and other

creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials.

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

Safeguarding arrangements are exemplary. Recruitment procedures are extremely strong to ensure all staff are vetted and checked thoroughly before they are appointed. The checks carried out on staff are rigorous and well recorded. There are an extensive range of procedures and systems in place for the protection of the children in their care, and these are known very well by all staff and implemented fully. Security systems are highly robust regarding the entry and exit of the premises. Comprehensive risk assessments and daily checks are carried out rigorously to minimise any possible dangers. Supervision is excellent and all staff-to-children ratios are rigorously maintained. Any accidents are recorded fully and an excellent system for reviewing these is in place.

Staff are highly experienced and knowledgeable practitioners who are enthusiastic and motivated towards providing excellent care and education for children. They are continually undertaking qualifications and an extensive range of training to update and improve their practice. For example, when children are identified with specific needs, they are extremely proactive at seeking out training that will support the way they care and provide for them. Staff make exceptional use of the resources as children play and learn in a child-centered and stimulating environment. The excellent organisation of the wonderful and inspiring outdoor area and the skilled educational programme for children mean that their individual needs and uniqueness are planned for. Outstanding promotion of equality and diversity is demonstrated through comprehensive documentation and the involvement of parents, carers, children and other agencies in identifying children's individual needs. For example, children with special educational needs and/or disabilities and those who speak English as an additional language benefit significantly from the excellent partnerships staff have forged with speech and language therapists, portage and early intervention workers. The owner and managers set exceptionally high standards across the nursery. Through regular meetings and inspirational leadership, the staff are supported to deliver outstanding outcomes for all children and to develop and reflect on the service provided. Rigorous monitoring and self-evaluation systems which take into account the views of staff, parents and children are highly accurate and honest. They celebrate the current strengths extremely well while continually looking for ways to enhance and improve.

Partnership with parents and carers is superb as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions, comprehensive communication diaries, highly informative notice boards, newsletters, questionnaires, and parents and carers events. In addition, parents and carers are encouraged to add comments and views on their child's progress in their individual learning journey files, as well as sharing events and achievements from home by adding comments to the 'celebration tree'. Staff use these opportunities to offer excellent support and

guidance to parents and carers to enable them to effectively be involved in their child's learning and achievements. For example, parents and carers confidently access the book and story sack library, as well as letter and sound activity resources. Parents and grandparents state that their children really enjoy coming to the nursery, receive excellent support from staff and are making rapid progress.

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

Staff have an excellent knowledge of the Early Years Foundation Stage, which they use to plan an outstanding educational programme. The key worker observations and assessments promote children's learning exceptionally well as they use their highly effective skills to watch and interpret children's development. This comprehensive information is used highly effectively to identify and track children's progress against the six areas of learning. Parents' ideas and children's interests are used exceptionally well to inform future planning to support children's individual learning requirements. As a result, children make excellent progress towards the early learning goals.

Children are motivated, happy and thoroughly enjoy their time at the nursery. They make significant gains in their learning as they make excellent choices from the outstanding range of resources. They are very secure with staff and actively involve them in their play and seek their reassurance. Babies delight in exploring the treasure baskets and make connections in their learning as they bang pans and lids together. They sit and listen to staff singing as they try to copy the movements, moving arms and clapping with excitement and concentration on their faces. This is immediately rewarded with claps and lots of praise from staff as their self-esteem and confidence are promoted. Toddlers are enthralled as they press, roll and squeeze clay, mix paint colours and experiment with wet and dry sand. Older children enjoy being creative with an extensive range of arts and craft materials. For example, they enthusiastically use textured paper, materials, and wool to make collage pictures. However, some opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials are less well developed. Numeracy is embedded into the everyday routines and spontaneous activities are used well to help the children develop good mathematical thinking, counting and problem solving skills. As a result, children use mathematical vocabulary with confidence and learn about shape and size as they use puzzles and play games. Children confidently initiate meaningful conversations with adults and one another, keenly expressing ideas and opinions while talking about their experiences. They eagerly find their name to self-register and enjoy discussing letter sounds with staff as they write their name on artwork. Many opportunities to develop early writing skills through the use of mark-making materials are available throughout the nursery and in various role play activities. At story time they sit and listen exceptionally well, being involved in the story and contributing to the storyline. There is a strong emphasis on caring, sharing and taking turns, and children are extremely well behaved. They enjoy a superb range of planned activities which effectively support them to explore other cultures and confidently talk about differences. They have access to a computer, digital

cameras, remote control toys, calculators and an extensive range of programmable toys to stimulate and extend learning in all areas and develop valuable skills for future learning.

Children's health and well-being are given top priority. An extensive menu of freshly prepared, well-balanced meals and snacks are cooked onsite by a qualified chef. Staff work extremely hard with parents and carers to meet the needs of all the children's individual dietary requirements. Meal and snack times are social occasions where staff sit with children to encourage good manners. Children are supported to serve their own food and drinks where appropriate. As a result, they are developing superb independence and self-help skills, as well as an excellent understanding about which foods are good for them. Children freely access their own drinks and are reminded to drink frequently. Staff ensure they encourage younger children to drink in order to remain hydrated. A comprehensive and clear sick child policy and the excellent hygiene routines followed by the children are highly effective in helping to prevent cross-infection. The outdoor environment is a wonderful, well-planned area and fully promotes children's imagination. Children enthusiastically negotiate obstacles when riding bikes and build and climb on crates and slides. They play imaginatively with large cardboard boxes, fabric and pegs to make dens. They are excited as they help care for and pick the different fruits and vegetables they have planted, such as, peppers, rhubarb, strawberries, tomatoes and potatoes. The outstanding involvement of children in discussions and topics about keeping safe and their participation in evacuations of the building ensure they are developing an excellent understanding of keeping themselves safe.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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