

The Grange Nursery

Inspection report for early years provision

Unique reference number	205407
Inspection date	31/10/2011
Inspector	Tracey Boland

Setting address	Ankerage Green, Warndon, Worcester, Worcestershire, WR4 0DZ
Telephone number	01905 619988
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Type of setting	Childcare - Non-Domestic

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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

The Grange nursery is privately owned and was registered in 1993. It operates from a large room in the community centre and serves the local area. The setting has good links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday from 8.30am until 3.30pm and Tuesday to Friday from 8.30am until 12.45pm during term times. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 25 children attending who are within the Early Years Foundation Stage. The nursery also take children from five to eight years and provides a breakfast club and walking bus to and from the local school. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five regular members of childcare staff and the proprietor is supernumary. Of these, all hold appropriate early years qualifications, one to degree level. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and relaxed and their care and welfare needs are promoted well. They enjoy a wide variety of activities that challenge and interest them, encouraging their natural curiosity to learn. Staff gain valuable information from parents about their child, enabling them to provide care effectively for their needs, although planning does not take account of gender or children's interests. Staff understand their role and responsibility with regard to safeguarding children and safety has been addressed both indoors and outdoors. Partnerships with parents and other professionals involved in the children's lives are continually developing as are systems for seeking parent's views as part of their self-evaluation process.

What steps need to be taken to improve provision further?

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

- plan and provide experiences that build on children's interests and ideas and take account of the individual learning needs of boys and girls.

The effectiveness of leadership and management of the early years provision

Children are protected from abuse and neglect as staff have a good understanding of child protection issues and their role and responsibility with regard to protecting children in their care. Their knowledge and understanding is maintained through training, enabling them to respond appropriately to any concerns they may have. Robust recruitment procedures ensure all staff caring for children are suitable and that all required checks are completed. Systems are in place to ensure children are not left unattended with unvetted adults. Detailed risk assessments effectively ensure that potential hazards to children's safety are minimised both indoors and outside and children are reminded of safety issues throughout the day. Children are cared for appropriately at times of minor accidents as most staff hold valid first aid certificates and accident and medicine records are shared with and countersigned by parents.

Children enjoy the play space available to them and move safely and confidently within the environment as good organisation enables plenty of free space. Staff are vigilant with regard to supervision of children and support children as needed. Daily access to the outdoor learning environment ensures children have plenty of fresh air and exercise. Children stay for lunch after the session has ended, bringing their own packed lunch or enjoying a healthy, nutritious hot meal which is gradually being introduced. Meal and snack times are a very social occasion and children's independence is encouraged. The setting provides healthy, nutritious snacks during the morning and fresh water, milk or juice is available. Staff are conscious of children's dietary needs and preferences and ensure these are respected.

Staff are proactive in their approach to caring for children with special educational needs and/or disabilities and that their individual needs are continually met. Staff understand the importance of working alongside parents, carers and other agencies to support children's needs effectively. Policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. Partnerships with other providers who provide the early year's foundation stage are good and systems for communication are strong, both verbally and through communication books and information sheets.

Staff take time to get to know children and their families through a gradual settling-in period which encourages children's feeling of security and enables them to start developing an understanding of the daily routines. Systems are in place which enable staff to monitor and evaluate practice within the setting and use questionnaires and verbal feedback to obtain parents views and ideas about the service. This is evaluated and used to inform and enhance the care provided.

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

Children are happy, eager and relaxed, settling easily into the wide variety of activities available to them. They make good progress in their learning and are able to self-select from a good range of resources which encourage their natural curiosity to learn. Staff gain detailed information from parents about their child, enabling them to plan play opportunities and experiences that take account of their individual needs. However, known children's interests are not included in the planning and staff do not consider gender and the differences in how children learn within planning, which does not ensure that children gain the most from the activities and experiences. Relationships between staff, children and their peers are very good and strong friendships have been formed. Parents are very pleased with the care provided and speak highly of the staff's caring approach to the children. Policies and procedures are shared with parents and they receive newsletters and information about the setting and their child's day. The proprietor welcomes feedback from parents and comments regarding the introduction of parents to new staff have been accepted and action taken to ensure this is addressed in the future.

Staff complete regular observations of children, both spontaneously and planned, and use photographs to reflect the wide range of activities they are involved in. They evaluate these and use the information to plan for each child's learning needs. Staff organise the provision well, which ensures plenty of freedom of movement and encourages children to explore. They access the garden daily and have waterproof clothing which enables them to learn outdoors in all weathers. Children learn about safety and the need to be healthy through discussions, consistent routines and activities, and their independence is encouraged with regard to their personal care needs. Nappy-changing routines are sensitive to the needs of the children and staff ensure children's dignity is maintained.

Children enjoy the outdoor learning environment where they look for minibeasts, using magnifying glasses enabling them to really study what they find, such as slugs and worms in the bug hotel. They use their creative skills indoors and outdoors and a wide variety of resources, such as pencils, pens, scissors, paper and glue. They use the natural materials they find outdoor to create pictures and their paintings, for example, of bats at Halloween, are taken home. They use small tools when rolling the dough, making shapes with the cutters and using the rolling pin to flatten and shape the dough. This encourages their hand and eye coordination and helps to strengthen their small muscle development.

Children's knowledge and understanding of the natural world is enhanced as they enjoy growing plants and vegetables in the garden, and their interest in the wild birds that visit the garden is enhanced through the posters that encourage their recognition skills. Children enjoy the attention of the staff and lovely relationships have been formed. They clearly feel safe and secure as they are confident in the daily routines and respond well to all requests made of them. As a result, behaviour is very good. Staff are good role models to the children and are consistent in their approach to behaviour. Children receive lots of praise and

encouragement for their efforts and achievements.

Children enjoy learning about diversity and the wider world through the activities, resources, books and celebrations that take place during the year. They enjoy learning about the foods from different countries and talk about where they come from. Children are very aware of the needs of individuals within the setting and they too, alongside the adults, support and involve them in the activities. Children's understanding of their own safety is encouraged through the consistent routines that are in place within the setting and the discussions that take place with them about safety inside and when out.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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