

The Grange Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

The Grange Nursery registered in 2012 and is operated by Pegasus Child Care Ltd. The nursery is situated in Thatcham, Berkshire. It operates from a specially converted building and children are cared for on several levels of the building. There is an enclosed area for outdoor play. The nursery opens each weekday all year round from 7.30am to 6.30pm.

The nursery is registered on the Early Years Register to care for no more than 78 children in the early years age range; of these, not more than 24 may be aged two years and not more than 24 under two years at any one time. The nursery takes children aged from three months to five years. There are currently 38 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports a number of children who speak English as an additional language.

There are currently eight staff employed to work with the children. The manager has Early Years Professional Status and other staff hold appropriate level 3 early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

In the short time the nursery has been open, children have settled easily and happily as staff soundly meet their needs. Children and babies play in an attractive environment where staff pay good consideration to their health and safety. However, use of resources and planning of experiences and activities are not consistently extending children's learning and development in all areas of the nursery. Staff take positive and successful steps to build strong partnerships with parents and carers for the children's benefit. The nursery demonstrates through their early parental survey and action plan, a suitable capacity to maintain steady improvement.

What steps need to be taken to improve provision further?

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

- improve use of resources both indoors and outdoors so that early years provision is of a consistently high standard for all who attend
- improve staff awareness of how they can use their observations to plan appropriate play and learning experiences based on children's interests and needs and identify any concerns about a child's development.

The effectiveness of leadership and management of the early years provision

Staff manage safeguarding well. They demonstrate a confident knowledge of the action they will take if they are concerned about a child. Clear safeguarding and whistle blowing procedures are in place and easily available to staff and parents so everyone is aware of their role in safeguarding children. Effective systems help to ensure staff are suitable for their roles as checks are undertaken before they start their jobs. Staff undertake comprehensive risk assessments to manage any potential hazards. The premises and garden are secure, providing a safe environment for children's play. Safety gates are in place on the many stairways and children practise evacuation procedures so the premises can be evacuated swiftly in an emergency.

The premises are spotlessly clean and furnished with attractive new furniture and equipment. Children access a variety of age-appropriate resources in the spacious environment. A large, secure garden provides an attractive, outdoor, play space. Resources are used well with babies, providing them with space to explore safely and to rest. However, limited use is made of resources to encourage pre-school children to explore, make choices and engage in sustained play. Appropriate ratios are in place so that children have sufficient care. Staff are always available at the start and end of the day to provide continuity in children's care.

Positive partnerships with parents are developing well. They receive comprehensive information about the nursery and staff provide planned settling-in times for children. Parents are encouraged to share comprehensive information about their children and participate in children's learning journals. This valuable information helps staff to develop relationships and talk with children about their experiences. Newsletters, emails and face-to-face contact promote good communication between all involved in children's care. Parents provide many positive comments in response to a nursery survey. The nursery has plans to develop strong links with local schools and schools children move onto but have not had the opportunity to do this yet. They recognise the importance of working in partnership with other agencies as required and intend to make use of any relevant support available from the local authority.

The staff recognise the individuality of children and suitably follow routines to meet their individual needs. They seek to work effectively with children and parents who may speak English as an additional language. For example they have gathered from a parent words a child may use in his parents language. This will help the staff to communicate with the child and encourage the child to feel valued.

The nursery management has an action plan which details the priorities for the development of the nursery. This is an ongoing process as plans are developed and achieved. Regular meetings provide an opportunity for staff to discuss progress towards their goals and development ideas. The action plan is clear and demonstrates the management's commitment to constant improvement.

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

Children demonstrate good awareness of how to promote their healthy lifestyles. They enthusiastically wash hands and know the importance of using and disposing of tissues. Regular nappy changes are routine so that children feel comfortable and happy to enjoy the experiences available to them. Staff recognise the importance of providing young children with opportunities for busy and quiet times and so the majority of children rest after lunch. This helps to ensure they are refreshed and ready to enjoy the afternoon activities. Children enjoy healthy meals and snacks cooked from fresh ingredients on the premises each day. Children enjoy daily opportunities for physical activity in the garden where they run, play ball, hide in the tent and participate in games. Children confidently explore both indoors and outdoors under close supervision from the staff to help ensure their safety. The daily routines help children to feel confident and secure because they know what happens next and what is expected of them.

Carefully set out resources enable babies to develop their physical skills. For example, a baby, who succeeds balancing in a standing position, beams with delight; staff praise and encourage while gently assisting, enabling the very young child to gain a sense of achievement. At meal times, some babies try to feed themselves with encouragement from staff, who sit close by and assist when spoons go astray. Staff acknowledge babies' expressions and talk to them, making eye contact and encouraging communication. Pre-school children engage soundly with staff and clearly have fun. They respond positively and behave considerately. Staff encourage them to take care of resources and pack away after play. Children demonstrate increasing awareness of working together and cooperating. For example, an older child explains and encourages a younger one to help be 'Mr Wolf'. Children satisfactorily increase their awareness of counting as they count their steps as they play. Their balance and coordination develops as they take their steps and sometimes have to run away. Children access writing materials to make marks and staff provide labels around the playroom to encourage early recognition of written words. Children use fact and fiction books in attractive areas with cushions and comfortable seating. They enjoy action songs and join in, enthusiastically developing their language skills and expression. Children enjoy lining up cars and doing puzzles, developing their awareness of shape, position, sorting, pattern and size. However, staff do not extend children's interests by talking with them robustly about what they are doing and asking open questions. Children learn about events in their local community. For example, some visited the town to see the Olympic torch runners. A display celebrates the event with photographs, enabling children to look and recall the day.

Staff observe children and make notes linked to the areas of learning. Staff are clearly using observations to inform and encourage babies' next steps in development. Although pre-school observations are clear, these do not link to planning or indicate that staff effectively consolidate or extend children's learning. While staff manage emotional needs well, there is little evidence that they take into account older children's interests and differing abilities when offering activities.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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