

The Granary Nursery School

Hill Farm, Victoria Mill Road, Framlingham, WOODBRIDGE, Suffolk, IP13 9SA

Inspection date

Previous inspection date

17/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- High staff ratios ensure that children are well supervised at all times; a wide range of resources and activities are made freely available to children, allowing them to make choices in what they play with to promote their independence.
- Children are developing good self-care skills as they can manage their own toileting needs, wash their hands, choose when they want to eat snack, select their own cups/plates at snack time and pour their drinks.
- Staff are fully involved and engaged with children in the activities available, they provide challenge and ask them questions to extend and support their learning and development.
- All staff contribute ideas for planning which is carried out on a weekly basis with emphasis on the three prime areas, but includes all seven areas of learning.

It is not yet outstanding because

- The adult-focused activity is not evaluated each time to reflect that the clear learning aims are achieved and so that any further learning opportunities can be identified and included in future plans.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in both playrooms and the garden.
- The inspector spoke with the owner, manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, the nursery's self-evaluation form, policies and procedures, parent questionnaires and children's records.
- The inspector also took account of the views of several parents spoken to on the day.

Inspector

Debbie Kerry

Full Report

Information about the setting

The Granary Nursery School was registered in 1992 and was taken over by its current owners in 2012. The nursery operates from two large playrooms in a single storey, converted barn within the grounds of a working farm. The nursery is accessible via ramps inside and both rooms have access to an enclosed outdoor play area. The nursery is on the outskirts of Framlingham in Suffolk.

Children attend from the local area and surrounding villages. The setting is open each

weekday from 9am to 4pm, early and late pick ups can be accommodated by prior arrangement, during school term time only. The setting is registered on the Early Years Register. There are currently 53 children attending who are within this age group. 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.

There are 11 members of staff, of these nine hold early years qualifications to at least Level 2. The manager has an early years degree and holds Early Years Professional Status. The owner is a qualified teacher. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- ensure that the adult-focused activity is evaluated to reflect that the clear learning aims are achieved and so that any further learning opportunities can be identified and included in future plans.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff undertake regular observations on children as they play; this information is used to inform the weekly plans. This ensures that children are offered appropriate activities that promote their individual developmental needs. Staff also note children's current interests, using these to develop topics and activities that engage and capture children's interests. Children's records and the weekly plans clearly reflect the seven areas of learning of the Early Years Foundation Stage and the next steps in children's learning are identified and used to challenge and support. There is an adult-focused activity and children initiate their own activities to provide balance. However, the adult-focused activity is not evaluated each time to reflect that the clear learning aims are achieved, so that any further learning opportunities can be identified and included in future plans.

Children have a good understanding of technology as they play games on the computer and they know that binoculars can be used to 'look at things far away'. Children's self-esteem and confidence is promoted as they bring in items to share and talk about in front of the group at circle time. Children are developing a good understanding of numbers as they take turns to count how many children there are at each session. In addition, they develop an understanding of mathematics as they discuss the concept of taller/smaller, more and less with the staff, as they build towers, count and compare groups of objects.

Children explore capacity and volume as they fill and empty containers in the water tray. Staff sing songs and action rhymes with children to help promote their thinking skills, memory, speech and language.

Parents are involved and engaged with their children's learning, as they add regular comments to their learning journey records. They have provided positive feedback through completing questionnaires in order to help with evaluating the nursery's strengths and areas for development. They receive feedback on what their children have done, through daily verbal discussion with staff and by reading their learning journey records and information displayed on the notice boards.

The contribution of the early years provision to the well-being of children

Children are developing very good self-care skills. Staff encourage them to be independent, washing their hands before eating and putting on their own coats and shoes before going outside. Children have free access to fresh drinking water to ensure that they drink sufficient for their needs. Children are encouraged to lead healthy lifestyles and are offered a range of healthy foods for snack and meal times. The nursery employs a cook, who comes in each day to prepare home cooked food that includes a variety of fresh fruit and vegetables. The nursery has effective hygiene routines and has received a 'five star food rating' from the Environmental Health department for their facilities. Information about children's individual dietary needs is obtained, and their needs are respected and catered for to ensure that their health is fully promoted. Children have free access to the fully enclosed outdoor play areas, which allows them to develop their physical skills and ensures that they get plenty of fresh air to help promote their good health and well-being.

Children behave exceptionally well and are developing friendships and play well together. They have a good understanding of the nursery's rules and older children are self-governing as they access sand timers to ensure that they each have an equal amount of time with resources they want to play with. This reflects that they have learned expected codes of behaviour on taking turns and sharing resources. Children are learning respect for their environment as they are encouraged to help tidy away resources at the end of the session. They also undertake walks in the woods and care for plants in the designated growing area and vegetable garden. Children access the outside play area where they explore their environment, blow bubbles, and dig in the sand. They ride balance bikes and push wheelbarrows filled with stones and sand, which help to develop their physical skills and promote their health. Children use tools which help to develop their dexterity as they cut, roll and manipulate play dough.

The key person system helps staff to get to know their individual children well, so that they can plan activities that meet their interests and provide appropriate challenges. Children learn about other cultures and beliefs through undertaking a range of activities on world celebrations throughout the year. They have access to a range of resources that also helps to promote their understanding of peoples' differences. Children with English as a second language are fully supported as staff obtain key words in their home language to use when interacting with them. These words are used to help children understand what is going on around them and to interact with other children during their play.

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

The owner and manager work effectively together to identify areas for improvement. All staff are highly committed to providing a good quality care and learning experience for all children. The management team communicates effectively with all staff and the views of staff, children and parents are sought in order to evaluate the setting's strengths and areas for development. There are regular staff meetings to discuss improvements to the nursery, planning and children's individual learning needs.

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and there are clear, effective procedures in place to safeguard children and promote their welfare. All staff have a good knowledge and understanding of safeguarding issues and attend training to ensure that they are aware of the signs and symptoms of abuse and know how to report any concerns. The security of the premises is given high regard and staff create an environment that is safe and welcoming, where children can feel secure and happy.

All children are allocated a key person who takes responsibility for their day to day care and well-being and close relationships have been formed that help children to feel secure and settled. The partnerships with parents are highly effective and ensure that children's individual care, learning and development needs are fully supported. Staff have developed close links with other early years providers to exchange information on children's learning and development for consistency. They have also formed strong links with local schools and teachers are invited into the nursery to meet children so that they can get to know staff to help them to settle when they start full-time school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

	meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY441058
Local authority	Suffolk
Inspection number	796982
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	53
Name of provider	The Granary Nursery School LTD
Date of previous inspection	Not applicable
Telephone number	01728621105

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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