

The Grange Nursery

The Grange, 18-21 Church Gate, THATCHAM, Berkshire, RG19 3PN

Inspection date

24/01/2013

Previous inspection date

18/07/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children's health and wellbeing is compromised as measures are not taken to ensure the premises are fit for purpose, particularly concerning the temperature of some rooms where children play and learn.
- Children's safety is not always considered. For example, children can easily access lightweight heaters which are hot.
- Systems to monitor the provision are poor. There are not always sufficient staff present in a room to ensure children's individual needs are met.
- Some staff fail to ensure confidentiality when discussing issues related to their partnership with parents.

It has the following strengths

- The nursery is clean, spacious and is furnished with child-sized furniture and equipment.
- Most staff interact suitably with children, and some have formed positive relationships.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 within the nursery setting.
- The inspector spoke to staff at appropriate times throughout the inspection, during and after activities.
- The inspector monitored the temperature within the setting, with use of the nursery's digital thermometer.
- The inspector looked at policies and procedures.
- The inspector spoke to available parents and looked at emails and surveys that the parents had completed.
- The inspector interacted and spoke with children.
- The inspector met with the manager and registered provider.

Inspector

Tracy Bartholomew

Full Report

Information about 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 from 7.30am to 6.30pm. The nursery is registered on the Early Years Register and there are currently 114 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports a number of children who speak English as an additional language. There are currently sixteen staff employed to work with the children. The manager has Early Years Professional Status and other staff hold appropriate level 3 early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take the necessary steps to keep children safe ensuring they cannot access hazards, such as portable heaters and trailing wires
- ensure the premises are fit for purpose by maintaining rooms at a temperature that ensures the comfort of the children and staff
- ensure staff deployment meets the needs of the children attending
- ensure that all staff understand the need to protect the privacy of the children in their care and that information relating to the children is handled in a way that ensures confidentiality
- ensure the key person approach is implemented and understood by all staff to allow each child to develop a secure relationship with those directly caring for them
- implement a system to monitor the quality of the provision and to identify and address the professional development needs of the staff, so that they have opportunities to support their own development in order to foster a culture of mutual support, team work and continuous improvement.

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

- develop children's growing independence by providing opportunities for them to help prepare food for snack time
- develop further the links with other early years providers caring for children, such as pre-schools and schools, to promote consistency in supporting children's care and education.

Inspection judgements

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

The management and the staff of the nursery have a poor understanding of the requirements of the Early Years Foundation Stage. There is insufficient heating in some rooms used by children and as a result they are cold and unable to concentrate. The staff fail to take appropriate action to respond to children's comments that they feel cold. For

example, they do not access available space in alternative heated rooms. This has a detrimental impact on the children who, because they are exceptionally cold and uncomfortable in the room in which they are based, are unable to focus on taking part in activities to support their learning.

Children have opportunities throughout their day to engage in activities, which are linked to the areas of learning. However, the value of these experiences is inconsistent depending on the skill of the staff on duty. Children enjoy some activities when these are structured and tailored to their interests, for example, playing with the sand, investigating shredded paper and exploring snow in the garden. However, this is not consistent and not all children are involved in sound, purposeful play that helps them to develop sufficiently the skills that they need for the next stage in their learning. At times activities are highly adult-led with little input or understanding from the children undertaking them. Some staff, for example, do not extend children's language and physical skills, as the adult often completes the planned activity, and does not involve the children or explain what they are doing and why. This results in the children gaining little from activities such as finishing making bird feeders and some story time activities. Nevertheless, some staff are skilled at forming relationships with the children and encourage their involvement in activities. For example, some engage well with children as they talk about the dolls they are using and make links between their experiences at home and their play experiences in the nursery. Other learning opportunities are missed as staff are not deployed well. For example, one member of staff is left with a large group of children and is not able to meet their individual needs.

Overall, planning, observations and assessments show a suitable awareness of how children progress. However, not all staff are proactive in reflecting upon parental comments in the assessments, to reassure them about their child's learning or to work in partnership to support children to make the best possible progress. The nursery has a suitable range of resources and generally, these are readily available to children to use and explore, which helps them learn to make some independent choices and decisions about their play.

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

The nursery operates a key person system, which enables some children to form close relationships with staff and seek reassurance from them. However not all staff understand their role as a key person and as a result some children fail to form special relationships with staff. This means that children's individual needs are not always met.

Children benefit from nutritious and well balanced meals and snacks. Their dietary requirements are well considered. Older children choose where they would like to eat their meals; however, staff do not support their increasing independence and confidence to gain skills in serving themselves meals and pouring their own drinks. This limits the children's ability to acquire the skills they need to be ready for their next stage of learning or school.

The nursery lacks effective risk assessments to minimise the effects of the cold. As a result, children's health and safety is put at risk. Staff continue to use rooms that are at an extremely low temperature. Rooms have portable fan heaters, which are accessible to children and pose a significant risk of harm to the children.

Behaviour is acceptable throughout the nursery because this aspect of children's learning is supported well by staff. Staff adopt a positive approach to help resolve any disputes and to remind the children of the nursery rules. Children learn about managing their own safety, for example as they play in the ballroom and climb the stairs on the slide.

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

There are inefficient systems in place to monitor the effective management of the provision. As a result the needs of the children are not met. The deployment of staff is not sufficiently robust to safeguard the children. For example, staff leave the room constantly, leaving one member of staff with too large a group to respond to individual needs.

Staff have undertaken safeguarding training and demonstrate a suitable understanding of the procedures to follow if they have any concerns. The nursery has a safeguarding policy in place, which is understood by the staff team. The management have suitable policies and procedures in place. However, not all staff actively follow these in respect of maintaining confidentiality when talking with parents while children are present. Overall, parents speak positively about their experience of the nursery, and benefit from the daily exchange of information. The management team understand the importance of working with other professionals involved in children's care, however as yet have not put any systems in place to promote this.

Suitable vetting, induction and appraisal systems are in place. However, systems are not established to recognise and address inconsistencies in staff practice. There is a lack of ongoing monitoring and assessment of staff professional development. Self-evaluation is not sufficiently rigorous to identify the strengths and weaknesses of the nursery. There are no systems in place to monitor and evaluate the quality of the provision to promote improvement in the progress children make from their starting points. Overall, this has a negative impact on the delivery of the educational programmes and children's learning and development.

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 action. 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	EY431003
Local authority	West Berkshire (Newbury)
Inspection number	901909
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	78
Number of children on roll	114
Name of provider	Pegasus Child Care Ltd
Date of previous inspection	18/07/2012
Telephone number	01635573057

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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, which are usually the childminder's 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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