

Grafton House Nursery

Grafton House Prep School, 1 Warrington Street, ASHTON-UNDER-LYNE, Lancashire, OL6 6XB

Inspection date	11/04/2013
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are confident because staff have a good understanding of how to support their emotional well-being.
- Staff have a comprehensive knowledge of how children learn and provide challenging and varied activities, as a result of detailed assessment and planning. Children make good progress, irrespective of their starting points.
- Partnerships with other professionals and parents are effective in providing for children's needs. Transitions in, within and out of the nursery are well-organised to promote continuity of children's care and learning.
- Leadership is strong and staff are motivated, especially with regard to developing their skills and knowledge. This means staff evaluate their practice in order to support children to reach their full potential.

It is not yet outstanding because

- Staff have not fully developed the use of all opportunities in children's welfare routines for learning, including enhancing their independence skills.
- There is scope to further enhance opportunities for parents to offer their views on the nursery's provision and provide on-going observations about their children when at home to fully complement their learning in the nursery.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector reviewed a range of information available about the nursery, in order to prepare for the inspection, including information available on the internet.
- A tour of the premises was made, and the inspector had an initial meeting with the managers and registered person to establish a timetable for the day, which included time to discuss the leadership and management of the nursery.
- The inspector carried out observations on childcare staff and their interactions with children throughout the day and examined documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and the manager, of a member of staff who was leading a small group activity for babies.
- The inspector also spoke to children to gain information about their learning.
- Parents' views about the nursery were also taken into account.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

Grafton House Nursery is owned by Ashton Preparatory School Ltd. It operates within Grafton House School, which is an independent school for children aged four to 11 years. The nursery was re-registered in 2008 due to a change of ownership and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated a large detached building in the Old Town area of Ashton-under-Lyne, in Tameside, Greater Manchester. Children are cared for in two rooms on the ground floor, three rooms on the first floor and also access the hall and the library area. Toilet facilities are within the rooms. There is a secure outdoor play area.

Care is provided for children from birth to three years and the nursery also offers wrap-around care before and after the school day, along with holiday care for children aged up to 11 years. There are currently 65 children on roll, attending for a variety of sessions, of whom 52 are in the early years age range. The nursery is open from 7.30am to 6pm Monday to Friday, apart from bank holidays and a short closure over the Christmas period. It provides funded, early education for two-, three- and four-year-old children.

The nursery employs 14 staff on a regular basis. Of these, one is a qualified teacher and one is a newly qualified teacher completing her probationary year. Two members of staff are qualified to level 5 or higher in a relevant subject. There are ten staff qualified to at least level 3 in childcare and the nursery also has a graduate apprentice. There is a small bank of supply staff to draw on as needed. A cook and a caretaker are also employed. 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:

- enhance the ways for children to develop their independence skills and learning at times such as preparing for mealtimes or before going out to play

- extend the ways for more parents to; contribute on-going information about their child's learning at home in order to enhance the planning for individual children and contribute their reflections on the provision to inform continuous improvement.

Inspection judgements

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

Staff have are knowledgeable about the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, children make good progress across all areas of learning by the time they are ready to leave nursery for full-time school, irrespective of their starting points when they begin to attend. The planning for individual children's learning begins on entry, with a comprehensive baseline assessment using staff observation and information from parents. This well-organised approach is subsequently continued through the use of detailed recording systems of children's development. These are then regularly used to complete records to track children's progress compared to expected development for their age and stage. This enables staff to see if children are progressing as expected, above or below for their age, and to plan accordingly. Gaps in children's learning can be addressed through this, and staff can differentiate for individual children to help them reach their potential. As a result of this detailed approach, planning for all children is effective, drawing on their interests and achievements, as well as a wide variety of themes such as seasons and festivals.

Key persons obtain information about children's current interests from parents verbally and also seek written information from them. However, although many parents contribute in this way it has not been fully successful in supporting all parents to engage in their children's learning and development. The nursery provides regular parents' evenings when parents can discuss their children's progress and welfare with key persons. Parents are aware that they can look through their children's learning records at any time, in order to be well-informed about their progress. Staff organise 'stay and play' sessions for parents with babies to provide social and learning opportunities that support babies' development. Staff provide comprehensive information for the progress check at age two, and have been successful in supporting parents to make a contribution to this. This means that parents are able to pass on information about their child's development during any health visitor checks they may be invited to. Also, the next steps for the child's learning are clear to all involved with them, supporting continuity of development.

Babies are happy and confident with their key person and enjoy looking at books with staff, as they use single words to point out the pictures to babies. This helps to support development in communication skills and forms the basis for later enjoyment of books and literacy. They readily hold large laminated picture cards during small group song and rhyme time and some vocalise to join in with songs. This supports creative development and also further reinforces communication skills. Key persons use songs with counting to teach basic knowledge of number and the picture cards support this, to make the experience more visual. This demonstrates a knowledge of how different children need different resources in order to learn. The song time also helps babies to make links between events as the key person starts and ends the session with the same songs each time. This means that babies learn the routine and can be confident about what happens next. Staff decorate the room with many displays of artwork and photos of outings to a local history museum to help babies develop an awareness of others. Babies develop their hand-eye co-ordination as they push, pull and turn to operate the toys. They crawl or

edge round the furniture confidently to move to rocking toys and staff support their efforts to climb on and ride the toys, enhancing their physical development. They investigate small world toys and staff name the figures of people and animals for them, extending the number of words they recognise.

Children in the two to three-year-olds room delight in making marks in cornflour and explore the properties of the light powder. They smear it and pat it gently, and are excited when the cornflour rises into the air in clouds as a result. Staff use the opportunity to develop children's ability to talk about what they see and therefore, extend their communication skills. They take part in song and rhyme sessions together with staff, using a brightly coloured 'parachute' to flap up and down as they sing. Staff use songs about animals, as one child has shown a strong interest in learning animal names and they have a collection of soft puppets to illustrate the animals in the song. Children are keen to take turns to pass the toys around the circle and feel the fluffy texture of the fabric. They enjoy showing their existing knowledge of animal names and call them out enthusiastically, reinforcing their vocabulary and that of other children. Outdoors, they engage in playing creatively in the wooden playhouse and its toy kitchen, pretending to use toy kettles to make drinks. They explore the resources outdoors for making sounds, such as a range of metal kitchen implements hanging from railings, learning that different actions produce different sounds. This again supports their creative development and also enhances their hand-eye co-ordination. Staff develop their language by using words for opposites like 'loud' and 'soft' as children play with the implements and make different sounds.

Pre-school children learn colour names using large trays containing a mixture of white packing material and small pieces of coloured paper. Staff encourage them to pick out different colours, in order to help them learn these correctly and provide differentiation for those who know their colours by asking them to find different numbers of coloured pieces. This shows that staff are able to alter activities to meet the needs of individual children in the group. Children have independent access to a desktop computer with simple games including a drawing package, which has sounds with the different effects that children can explore. They become absorbed in making pictures and experimenting with the colours and special effects, and encourage their friends to sit with them and join in. As a result, children learn early information communication technology skills.

Sticky notes are made freely accessible in the room for children to use as part of their play and some children make use of these in their role play about being policemen. They use them for early writing and say that they are parking tickets. This helps to develop children's understanding that text carries meaning and that they can ascribe meaning to the marks they make too. Role play is highly popular in the room and children also develop play about making cakes and working in a takeaway shop. Their play enables them to sustain a long narrative about what they are doing, with support from staff, and this prepares them for when they need to produce written stories at school. Children play with water, filling and pouring containers, which develop their spatial awareness and hand-eye co-ordination. They make patterns in peg-boards with coloured pegs and proudly show them to staff, as part of their early mathematical development. Staff support children's observed interests and use them to enhance their learning, such as when a child shows an interest in spiders. Staff show them how to draw a spider and help them to count its legs, showing children how eight can be divided into two groups of four. Overall,

children are well-prepared for the next steps in their education through their experiences in the nursery.

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

The nursery operates a key person system in order to support children's emotional welfare and key persons show a comprehensive knowledge of children and their families. This is due to their observations, information from parents and talking to children informally or during group times. Consequently, children's learning is well-supported due to their strong emotional security. Staff have effective methods for the smooth transition of children within the nursery. They do this by organising a programme of visits to their next room over the course of a term, to familiarise children with their new surroundings and new key person. Children leave the nursery for a wide number of primary schools, due to the nursery's location, and information about children's progress is passed to next settings with parents' permission prior to their transfer. This means that continuity of learning and welfare is extremely well-supported.

Children's behaviour is good in all areas of the nursery because staff consistently remind children to use appropriate manners and have regard for others. Children are confident and show a strong sense of security due to skilled staff support in every room. They are observed to use all resources safely indoors and outside, showing regard for their welfare and that of others. Resources outdoors, such as climbing frames and tree trunks steps, enable children to develop an understanding of risk through play, when combined with close supervision. Children have opportunities through the educational programmes provided to learn about road safety and 'stranger danger', in order to develop the basis for future independence skills. The nursery has a comprehensive range of policies and procedures to protect children's welfare and support their physical and emotional well-being. These are reviewed regularly or as needed, to ensure that they meet the needs of children in the nursery.

Resources indoors and outside are fully accessible to children and support all areas of learning in the Early Years Foundation Stage. This promotes development of children's independence skills and enhances their opportunities to make choices about their play across the full range of areas of learning. Staff help children to challenge themselves, such as, when they support them to use the climbing frame and slide, in order to develop their whole body co-ordination and balance. Opportunities for learning through outdoor play are well-supported through the comprehensive range of resources chosen by the staff and managers and funded by a local authority grant. Staff help children to develop co-operation with others through play, such as, through the use of 'parachute' games at small group times with song and rhymes to support their communication development. They support children to enjoy creative outdoor play by asking them questions about what they are pretending in the outdoor playhouse kitchen. This helps to improve children's ability to sustain a verbal description of what they are doing, as part of their communication development.

Children in the pre-school and two to three-year-old rooms show consistently good levels of independence with regard to self-care, due to effective staff support. Children in the

two to three-year-olds' room are able to say independently why it is important to have clean hands before eating snacks and meals, showing an excellent understanding of personal hygiene. Meals and snacks are healthy, and fruit or vegetables are always available for children to choose from. However, children's independence skills and hand-eye co-ordination are not always effectively developed through mealtimes or times when they are getting ready for outdoor play. This is because children do not consistently have opportunities to serve themselves at mealtimes, and the storage arrangements for their outdoor clothing does not enable them to have independent access to their coats.

Parents provide detailed information before children join the nursery, through an informal interview with the manager and room manager to gain information about the child's development and interests. This forms the basis for initial planning for future learning and means that the nursery has comprehensive information about all children's starting points to support this. The nursery provides regular parents' evenings when parents can discuss their children's progress and welfare with key persons. Daily diaries are used to provide information for parents about babies' welfare and activities, and parents of two to three-year-olds receive similar information. The nursery also has mobile telephones which can only be used by room managers to text information and photographs to parents, especially when children are settling at the nursery. This means that parents are well-informed about their children's welfare and learning, and that new parents can be reassured about their child's emotional well-being. Newsletters are also emailed to parents each week, to keep them up-to-date with events in the nursery, and paper copies are provided for parents who prefer this.

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

Staff carry out detailed risk assessments and daily checks covering all areas of the nursery, so children can move safely and freely in their play. These are regularly reviewed to check that they meet the needs of the provision, using input from parents and staff. The nursery maintains correct staff ratios to meet statutory requirements and whenever possible, provides a higher level of adult support for children's welfare and learning than is legally required. The installation of closed circuit television in all rooms and the use of a biometric entry system to the premises demonstrates that children's security is a high priority.

Staff receive regular, externally delivered training in safeguarding. As a result, they demonstrate a thorough understanding of procedures to manage any concerns they may have about a child's welfare. Responsibilities of staff and managers are clearly defined to ensure that all staff have a clear understanding of how to carry out their roles to a high standard. The nursery has an efficient approach to recruiting well-qualified staff and providing them with a comprehensive induction programme. As a result, a strong staff team is maintained. Induction programmes for students and volunteers also protect children's welfare. All documentation related to the revised Statutory Framework for the Early Years Foundation Stage is completed to a high standard to support the safe and effective running of the setting, including records of accidents, incidents and the administration of medicines to children. The nursery has detailed policies for the use of

cameras on the premises, including those in portable devices. This is in order to protect children's welfare whilst promoting partnership with parents. The good practice in the nursery is due to effective policies that support all areas of children's learning and welfare, along with a well-qualified and enthusiastic staff team.

Staff demonstrate consistently strong knowledge and practice to facilitate children's development in the Early Years Foundation Stage. Children's progress is good and the nursery provides a firm basis for future learning when they transfer to full-time school. There are precise methods for assessing children's progress in order for staff to produce individual planning for children which provide levels of challenge appropriate to their age and stage of development. Systems for managers to monitor staff's planning and assessment are rigorous, so that all children receive a high quality learning experience based on their individual needs. Managers monitor the quality of teaching by frequently observing staff interactions with children and providing feedback to staff so that they can develop their practice. They monitor the breadth and depth of the educational programmes provided and also that staff maintain up-to-date information in children's files. Systems for staff performance management and identifying training needs are effective in supporting staff to perform consistently well. As a result, staff are enthusiastic in their work and this in turn motivates children to play and learn. There is a strong ethos of continual professional development for staff, in order to provide better learning experiences for children.

Overall, the nursery offers effective partnership with parents, including when parents see the need to complain about the provision for their child, and matters like these are documented in detail, through the complaints record. This helps to promote parent confidence in the nursery and can contribute to preventing similar difficulties arising again. Varied methods are in place to enable parents to update staff about their children's interests and to contribute directly to children's learning, although these are not consistently used. Regular information about children's progress through verbal and written routes means that parents are well-informed about their children's development. Staff work in partnership with bilingual parents to accommodate their wishes for their children's main language to be English, whilst supporting their home language through a variety of means. There is good partnership working with other agencies and parents on behalf of children with special educational needs and/or disabilities in order to meet their learning and welfare needs. This includes at transition times when children are joining, leaving and moving within the nursery's provision. The nursery displays a wide variety of information on the premises about local resources and support for young children and families, as well as about the Statutory Framework for the Early Years Foundation Stage. This helps to support the learning and welfare of the children attending the nursery, through parental access to relevant information. The nursery also provides comprehensive information for parents through the school website and by strictly controlled use of social networking sites and the nursery's mobile telephones. This helps the nursery to provide information rapidly for parents, in order to keep them well-informed about their children's welfare and learning as well as about events being held in the nursery.

There is a comprehensive approach to evaluating the nursery in order to ensure that all areas of children's welfare and learning are well-provided for. The nursery has made extensive progress in improving the quality of provision since the last inspection. This is

due to highly efficient leadership by the registered person and the manager. The use of both external consultancies and local authority support enables the nursery manager and the registered person to make use of advice from different sources in order to support and enhance all areas of practice. Parents have the opportunity to give feedback on the nursery's service through a variety of written means as well as verbal. However, these have not successfully supported the majority of parents to contribute their views and as result, some information that can be used for evaluation of the provision is not available. Children's views about the nursery are also sought, in order to give them a voice and develop their sense of self-worth. Staff have frequent opportunities to contribute to the evaluation of what the nursery provides for children through the regular staff meetings, in order to help enhance the provision. Overall, the registered person, managers and staff work together to maintain a strong culture of self-evaluation, in order to provide a good quality service for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY380389
Local authority	Tameside
Inspection number	908547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	65
Name of provider	Ashton Prep School Limited
Date of previous inspection	26/01/2009
Telephone number	0161 343 3015

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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