

Griffon Day Nursery

Latton Bush Centre, Southern Way, HARLOW, Essex, CM18 7BL

Inspection date	13/06/2013
Previous inspection date	25/01/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and growing in self-assurance because of the warm relationships quickly established with staff.
- Staff make clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the nursery.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- Opportunities for children to develop their early writing skills, both indoors and outdoors, are not fully explored.
- Self-evaluation has yet to be used to fully monitor all areas of the provision to accurately identify potential for improvement.

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 children's play and staff interaction.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at children's assessment records, planning and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Griffon Day Nursery was registered in 1990 on the Early Years Register. It operates from premises within the Latton Bush Centre in Harlow, Essex. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 2.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop the planning to make sure that it accurately reflects the assessment of individual children's skills, interests and progress.

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

- extend opportunities for children to develop their early writing skills during role play and other activities
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children enjoy their time in this provision. They demonstrate a positive approach to learning, which is supported by the cheerful interactions of the staff caring for them. They explore and play displaying emerging levels of independence and self-confidence, choosing from the range of resources offered. Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they currently do

not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children.

Attentive staff play alongside the children offering gentle support and encouragement, enhancing their skills with individual attention. Staff promote the communication and language skills of all children, including those who have special educational needs and/or disabilities, through the range of activities offered. For example, the children eagerly join staff to create a puppet show, retelling a familiar story and singing favourite rhymes. Staff move around the playroom joining in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. For example, children describe the texture of sand as 'soft and squidgy' as they feel it between their fingers. Staff support children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. However, there are fewer opportunities for children to practise making marks. This means there is scope to extend opportunities for children to practise their early writing skills, particularly during role play and while playing outdoors. During sand play, staff promote children's mathematical learning effectively, as they encourage children to count the number of scoops of sand it takes to fill different containers. Babies explore a variety of resources that encourage them to learn and investigate through their senses. They exclaim with delight as attentive staff demonstrate how to press the buttons and turn the handles in order to operate simple mechanical toys.

Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls. Children participate in activities, both indoors and outside, and these include a suitable mix of adult-led and child-initiated play. They are encouraged to make choices about their play as they explore the nursery environment. Consequently, they develop skills to support the next stage in their learning.

Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education through establishing starting points and on-going support.

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

Staff provide a suitably safe environment as they complete daily risk assessments to ensure both the indoor and outdoor play environments are free of hazards. Staff thread safety through daily routines to raise children's understanding, such as, learning that sand must be used with care, the correct use of simple tools and to follow rules when going outside. Children learn about safety through regular fire evacuation practise, during which they demonstrate an understanding of how to keep themselves, and others, safe. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

The nursery has established a positive key person system, which supports children to feel secure and have a sense of belonging. New starters settle quickly into the nursery due to the effective settling-in systems, resulting in most children separating from their main

carer with ease. The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Children play cooperatively with their friends, taking turns and sharing resources. Staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Regular praise and encouragement offered by staff promotes children's self-esteem.

Staff support children's emerging understanding of the importance of a healthy lifestyle, that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Nutritious snacks and meals, which include fruit and vegetables, are provided and children's individual dietary requirements are met. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. The nursery adheres to regulatory ratios to meet the needs of all children and ensure their safety. Children are protected, in the event of an accident, because a number of staff have a current paediatric first aid certificate. Children play in a secure, safe environment, where staff complete daily safety checks and regularly review risk assessments to promote their welfare. Staff have a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children and monitor the educational programmes. Staff are deployed appropriately to ensure that the individual needs of children are met. The manager monitors staff performance informally, through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

The management team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Effective procedures have been established to work with parents and, as a result, parents speak positively of the care and learning their children receive. They are kept up-to-date about their child's learning through daily verbal feedback and informative display boards. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Links with other providers are in place and continue to be developed, to further aid children's progress and development through a consistent approach.

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	204135
Local authority	Essex
Inspection number	920586
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	65
Name of provider	Griffon Day Nursery Ltd
Date of previous inspection	25/01/2013
Telephone number	01279 454179

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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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