

Grafton Primary School Nursery

Grafton Primary School, Eburne Road, LONDON, N7 6AR

Inspection date

Previous inspection date

16/07/2013

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

- Children are very happy at the nursery and confidently access the bright and stimulating indoor and outdoor learning environments.
- Children have developed secure and trusting relationships with their key person. They arrive cheerfully and quickly settle into their play.
- Children are developing valuable speaking and listening skills as they learn from the very good adult role models.
- Staff are very committed to working in partnership with parents. Parents speak very highly of the quality of care and learning opportunities offered to their children.

It is not yet outstanding because

- Staff do not provide consistent opportunities for children to share and use their home languages in the nursery.
- Children's self-care skills are not fully promoted at snack times as adults take the lead in preparing and serving these.

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, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of an adult-led creative activity.
- The inspector talked with staff and held meetings with the head teacher and manager of the provision.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Grafton Primary School Nursery provision for two to three year olds opened in 2013. This operates alongside and in collaboration with the main school provision. It is run by the head teacher and the governing body of Grafton Primary School and operates from self-contained premises situated on the school site. The nursery is close to Holloway Road, which is in the London Borough of Islington. Children have access to a large accessible playroom and a garden. The nursery serves the local community and is open term time only, Monday to Friday, offering both morning and afternoon sessions running from 9am until 12 noon and then from 1pm until 4pm.

The nursery is registered on the Early Years Register and provides funded early education for two and three year-olds. Most children move to the school nursery provision in the term after their third birthday. There are currently 24 children on roll in the early years age group. The nursery currently supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities. There are four permanent staff working with the children. The manager holds Early Years Professional Status and all other staff have relevant early years qualifications.

What the setting needs to do to improve further

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

- enhance opportunities for children to use their home language in their play and learning
- promote children's independent skills further by encouraging children to be more involved in the preparation of snack times.

Inspection judgements

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

Children enjoy a stimulating range of activities and experiences, which helps to support their progression across all areas of learning. Staff are focused on children's interests as they work in partnership with parents to promote fun learning experiences for their children. This results in children being happy, busy and motivated in their learning.

Discussions with parents demonstrate that they value the home visits that are made prior to their children starting nursery. These enable staff to get to know the children and their families and to begin recording important information about children's progress before they begin to attend. Staff also discuss the role of the key person and the importance of continuing to share children's interests so that these can be implemented within the planning systems. These valuable partnerships effectively encourage parental involvement in children's ongoing learning. Parents have access to planning documents and to their children's learning folders as these are always accessible to them. Staff have secure assessment processes in place to monitor individual children's progress against developmental milestones. This information is then used to plan further challenges for the children to support their ongoing progression.

Staff have successfully implemented the two-year-old progress check in partnership with parents. This helps them to identify any additional learning support children may need. There are good procedures in place to work in partnership with parents and outside professionals to support individual children in the nursery. Consequently, all children including those with special educational needs and/or disabilities are supported to enjoy and achieve in the nursery provision. Children who speak English as an additional language are making good progress in developing their English speaking skills. Staff value children's home languages as they ensure that they can observe welcome signs, which are written in their home languages. However, there are too few opportunities for children to use and listen to their home languages in their play and learning to value the diversity of languages further.

Children enjoy the independence of moving between the indoor and outdoor environments. This supports them to take control of their learning as they confidently make choices about where they want to be and what they want to do. Children demonstrate cooperative behaviour as they are able to share resources and take turns when they engage in painting activities together. They are developing an appreciation of books as staff place a huge emphasis on promoting reading within the nursery. Children benefit from comfortable and inviting reading areas both outside in the garden and in the main playroom. The result is that children enjoy looking at books independently. They handle them with care, and delight in sharing favourite stories with friends and staff. Children are confident to express themselves. For example, when staff ask them to describe how the earth feels when they have added water to it, they are able to share that it feels 'cold', 'wet', 'soggy' and 'gritty'. Children are very curious to explore the worms in the earth and to observe that the trees have small berries on their branches. Staff effectively use these experiences to extend children's learning as they discuss how the berries only appear at certain times of the year. This then links into a discussion around the different seasons. These impromptu learning experiences fully support children's development of good communication, language and thinking skills, and help to broaden their understanding of their natural world.

Children have good opportunities to be active and develop many important physical skills. They confidently ride bikes and small cars and enjoy the challenge of taking these over the small bridge in the garden. Children enjoy balancing and jumping games as staff encourage them to take measured risks. Staff discuss with children how they can help themselves balance by holding their arms out to the side. Children are delighted by all the

praise they receive which makes them want to achieve even more. Staff are skilful in using all opportunities to extend aspects of children's knowledge and understanding. For example, when children are peeling open the pods containing peas, staff encourage them to count how many peas they can find and then challenge them to compare if they have more or less peas in the next pod they open. These very young children rise to these challenges as they excitedly count, and begin to understand 'more' and 'less'. These basic but valuable problem solving skills support children's learning in readiness for when they move to the mainstream school nursery or other early years setting.

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

Children are happy and content as they are cared for by an enthusiastic and caring staff team. It is evident that children have established secure attachments with staff. When they arrive many children run to their key person to have a cuddle, and all children confidently say goodbye to their parents. These secure relationships support children to become confident and independent learners. Discussions with many parents' confirm this observation, as they say 'my child has become so confident, before they would not leave my side but now they want to come to nursery all the time even at weekends', and 'my child has become very sociable, I am so impressed by the new skills and confidence that I have seen since they started nursery'. Children are competent in managing important self-care skills, the eldest children are able to visit the bathroom independently and wash their hands. They are confident to help themselves to drinking water and enjoy buttering their own toast. However, staff do not consistently promote children's opportunities to help prepare their own snacks. For example, staff take responsibility for washing, peeling and preparing fruits for snack rather than giving children these responsibilities to extend their independence further.

Staff organise accessible and stimulating learning environments both inside and outdoors in the garden area. As a result, children confidently move around and enjoy a range of interesting activities and experiences. Staff are well deployed as they follow children's interests and develop these within their play. For example, when children are keen to add additional materials to messy play activities staff welcome this rather than saying that this is not allowed. Staff embrace children's suggestions and ideas and acknowledge these as they say 'well done I have never thought of adding sand to the slime, it will be interesting to see how it feels and how it may change.' Children are delighted by this positive response, which supports them to persevere within their learning.

Staff provide good role models to children as they focus on positive behaviour and give children lots of praise and recognition for being helpful, kind and cooperative. This supports children to want to do the right thing, for example, they are keen to help at tidy up time and they use polite manners. Staff ensure that children learn about each others differences as topics cover a variety of cultural festivals and special days. All children are involved in celebrating 'World Day' in collaboration with the whole school. This enables children to dress up in traditional costumes and to observe and listen to a variety of

musicians who play music from all over the world.

Children are learning to behave in safe ways as staff reinforce good safety practices. For example, children are reminded that they must not walk around with scissors because of the potential hazards to themselves and others. Children use resources safely in the garden, for example, they know that only one person can use the slide safely at any one time and that only one person can drive over the bridge because they may crash into each other and get hurt. Staff are focused on maintaining a safe and secure environment for children. They implement a daily risk assessment to identify any potential hazards so that these can be minimised. They discuss with children safe practices in relation to good personal hygiene. For example, children learn to understand that not washing their hands can potentially lead to passing on germs and becoming unwell. Children are offered healthy snacks and drinks, such as a variety of fruits, milk and water. They learn about the benefits of eating healthily and taking regular exercise through discussion, stories and projects. The nursery work in partnership with a local children centre and signpost parents to healthy eating courses where they feel there is a need or where parents have shown an interest.

Children are well prepared for the next stage in their learning when they move onto nursery school. This is because they are already on a school site and are familiar with the school buildings. They enjoy regular visits from the older children who enjoy spending time with them. The head teacher is keen to support children's smooth transfer to school. Therefore, there are lots of opportunities for these little ones to attend school assemblies and to participate in whole school events. The majority of children will move to the school on site. However, even for those children moving onto other schools, they are benefiting from the experience of being in a school environment and interacting with older children.

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

The head teacher demonstrates a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that robust recruitment, vetting and induction procedures are followed to appoint qualified and experienced staff to work with the children. The head teacher has appointed an extremely well qualified and enthusiastic day-to-day manager to oversee the nursery provision. Although this is a recently established provision there is strong evidence of good quality practice being embedded within the nursery. For example, staff are confident to discuss their roles and responsibilities to safeguard children. They are fully aware of the safeguarding policies and procedures, and how to work in partnership with parents and outside professionals in the interest of promoting children's welfare. The nursery staff team also benefit from the established expertise within the main school and are able to seek further advice and support where necessary.

The day-to-day manager of the nursery provision is an experienced early years

professional. She has a good understanding of her responsibilities in meeting the learning and development requirements. She confidently supports her staff through regular supervision and promotes their effective practice with children through peer observations. The manager oversees all planning and assessment systems and provides guidance and support to staff to aid a consistent approach towards the monitoring of children's progress across the provision. She works effectively in partnership with parents and outside professionals to promote children's individual progress. For example, children receiving specific support in speech and language therapy have this continued within the nursery so that there is a continuous approach towards developing their communication and language skills.

The head teacher and the manager demonstrate a strong vision to promote the highest quality outcomes for children and their parents. Self-evaluation systems are reflective and improvements are ongoing as all staff are able to discuss what works well and what needs to be implemented to bring about further improvement. Parents and children are also consulted about how staff can improve the service offered to them, for example, suggestion cards enable parents to offer their ideas. Observations of interactions with parents demonstrate that staff have established warm and friendly relationships with them. Discussions with parents' during the inspection reflect that they have a very positive opinion of the nursery. For instance, comments include 'staff are really good at listening to my wishes, they always follow through any suggestions that I have, which makes me feel valued and respected'. Discussions with staff demonstrate that they are very happy working in the nursery. They confirm that they feel well supported by management and that they have good opportunities to extend their professional skills through ongoing training opportunities. These effective partnerships contribute towards the harmonious atmosphere in the nursery.

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	EY452765
Local authority	Islington
Inspection number	900169
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	36
Number of children on roll	24
Name of provider	Grafton Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	02072723284

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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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