

The Grange PDN

Marshall Street, Alfreton, Derbyshire, DE55 7BW

Inspection date

05/08/2013

Previous inspection date

24/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The effective key person process helps children form secure attachments and promotes their overall well-being efficiently.
- Children are making good progress as the staff team have a good knowledge of each child and support them well in their learning and development.
- Leadership and management are strong and there is a clear motivation to develop the nursery, in order to improve children's learning and care.
- Staff have established effective partnerships with parents and others, which makes an efficient contribution to children's individual care, learning and development.

It is not yet outstanding because

- Staff do not always extend children's language skills by holding in depth conversations with them to extend children's vocabulary or introduce new words to help them fully express themselves.
- At lunchtime, staff do not always encourage children to use their self-help skills to increase their independence and ability to take responsibility for small tasks.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the owner, manager and deputy manager and spoke to the staff, children and parents.
- The inspector observed inside and outside play including snack and lunchtime.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the nursery's documentation and their policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

The Grange PDN opened in 1992 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from three self-contained buildings in the centre of Alfreton, Derbyshire. Children have access to an outdoor play area. The nursery is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year and serves the local and wider communities.

There are currently 64 children on roll, of whom 58 are in the early years age range. Children attend for a variety of sessions. The nursery receives funding for the provision of nursery education to two-, three- and four-year-old children. The nursery employs 17 staff to work directly with children. This includes a manager, deputy and room supervisors. Of these, 12 staff hold an appropriate level 3 qualification in early years and the owner is a qualified teacher.

What the setting needs to do to improve further

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

- enhance children's language skills, by taking opportunities to talk in depth to them about what they are doing and introduce describing words linked to the context of their play, so that they can fully express themselves and talk about their experiences
- strengthen children's independence and self-help skills at lunchtimes, for example, by encouraging children to pour their own drinks and help set the table.

Inspection judgements

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

Children thoroughly enjoy their time at this nursery. Staff have a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff obtain from parents relevant information about their child before they start. Parents complete 'All about me' sheets and discuss their child's preferences, characteristics and capabilities at settling-in times with their child's key person. This information is used effectively along with the nursery's initial assessment to inform children's starting points. As a result, staff can provide activities that are of interest to the child from when they start. Consequently, children settle quickly into the nursery routine.

Staff continue to teach, observe and assess children while they play. They effectively use the information gathered to identify children's next steps and inform future planning. They understand that children learn best through play and provide a good balance of adult-led and child-initiated activities that challenge each child. Assessment is robust enough to enable staff to successfully complete the progress check at aged two and identify any gaps in children's learning. This means, early intervention can take place to target specific issues or problems to help individual children's learning. Children are acquiring good skills and learning to prepare them in readiness for school.

Children are making good progress in their learning and development. The nursery is buzzing with excitement. Children are confident learners, who happily talk to visitors and their friends about what they are doing. Teaching is effective and developmentally appropriate; children are active and really enjoy their learning. Staff motivate children with enthusiasm and offer them plenty of challenges. They praise the achievements children make however small, which helps build up their self-esteem. Staff interact positively with children and are fully committed to their learning. Children concentrate and listen to instructions and independently choose their play. They are engaged and show curiosity and staff promote and enhance learning through play with positive attitudes.

Staff foster children's communication and language generally well throughout the nursery. They are constantly talking to children while they play. However, they do not always hold in depth conversations, extend children's vocabulary or use describing words in the context of their play with older children. For example, at circle time in the pre-school room, children talk about what they have done at the weekend. The whole group participate in this activity, which takes rather a long time because of the number of children involved. As a result, the conversations even though purposeful are cut short by staff and do not enable children to fully explain what they have done. Furthermore, when children are discussing the weather, staff do not use descriptive words to describe the weather conditions. Consequently, children's language skills are not fully promoted. In contrast, staff in the baby room clearly describe the sensory tunnel and introduce words, such as, crinkle, crunch and shiny, as the babies crawl through the openings in the sensory tunnel. They talk to them about what they are doing and give them time to respond, promoting effective communication and language skills for young children.

Children develop their literacy skills as they sit attentively and listen to well-read stories. They answer questions and repeat the end of stories with excitement and refer to sounds of the alphabet well. They learn early writing skills efficiently as they write their names accurately and begin to write for a purpose, such as writing shopping lists. An appreciation of books is evident and children enjoy sitting in cosy book areas to enjoy looking at books. This promotes children's choice and encourages their use of books to help them begin to understand the pleasure they may bring. Children participate with enthusiasm as they sing popular number rhymes, using actions skilfully. They learn about early mathematical skills well. Activities, such as, sorting by size and colour, as well as, sand and water play help children find out about shape, space and measurement as they fill and empty containers. Children's information communication and technology skills are promoted well. They enjoy using the computer skilfully as they play matching and sound games and learn how to negotiate manoeuvring the mouse to click onto objects effectively. These skills help children to prepare for the next stage of their learning, which is usually school. Younger

children are fascinated as they use cause and effect and moveable toys, such as the moving, talking dinosaur. This helps their understanding of early information communication and technology skills.

Children are developing good handling and movement skills, there are many opportunities for them to handle tools, such as, construction, puzzles, chinks and paintbrushes. For example, younger children thoroughly part take in playing with the play dough. Here, they roll long and short 'wiggly worms' and cut out animal shapes. This activity not only supports good handling skills, but also, language and the use of children's imagination. Outside is a strength of the nursery and provides many experiences for children to engage in. They can ride sit-and-ride toys, play with small equipment, climb and balance on the climbing frame and slide. These opportunities encourage children's movement skills effectively. In addition, children can explore the sensory garden and investigate what's in the compost, treasure chests and find out how the balls move through the tunnels. Furthermore, they can scramble through the adventure walk and hunt for mini beasts. One example of this is when a child finds a caterpillar and tells staff 'I've found the hungry caterpillar!' A small group gather and staff suggest they go and look in the 'log house' to see if they can find some more. Children excitedly hunt and find, spiders, worms and woodlice. These experiences help children to positively find out about the natural world and encourage their understanding of the world around them.

Parents are invited to view children's 'learning journal records', whenever they wish and make comments on how their children are progressing. There is an ongoing exchange of information between the key person and parents, which enables them to successfully exchange any achievements children make. Key person's offer suggestions as to how parents can be more involved with their children's learning, which link with children's next steps. As a result, parents are fully involved with their children's learning and this helps children's progress towards the early learning goals.

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

Staff greet children warmly on arrival and they settle well and play happily, showing they are secure in the nursery. They quickly develop close relationships as they have one-to-one support from their key person. This supports them in developing trusting relationships and forming strong attachments to familiar adults. Families are encouraged to attend the nursery before children start to ease their move from home to the nursery environment. Parents comment that 'the settling-in times are very flexible and help them feel comfortable about leaving their child'. Children's behaviour is supported well by discussions with staff about not hurting their friends and listening to how children can resolve their disputes.

Children are well behaved because staff have a positive attitude to behaviour management. Consequently, children know the simple rules and what the boundaries are. They learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are learning self-help skills. For example, they wash and dry their hands independently. They are gaining generally good independent skills; they are putting

on their shoes and coats with support if necessary to go outside. Older children are pouring their own drinks and serving food at snack time. However, they are not able to fully use these independence skills at lunchtime. This is because staff complete most of the tasks for children, such as, handing out the cutlery, pouring drinks and plating up children's food, instead of allowing them to serve themselves.

Children are accommodated in a well-maintained and well-organised environment, where they can learn in comfort and safety. Staff put effort into the presentation of the learning environment. As a result, children play in interesting, attractive and child-friendly surroundings. Children gain a good sense of belonging as they can see examples of their artwork displayed creatively. One example of this is the display of different art techniques children have completed. The nursery is set up to enable children to explore and investigate their surroundings well. Children explore an interesting range of good quality resources, which cater for all areas of learning.

Staff promote healthy lifestyles, they plan daily activities that promote healthy eating, drinking and regular exercise. Children enjoy hearty home-cooked meals and are beginning to understand what food is healthy to eat. For example, they make comments about getting big and strong. This shows their understanding that food directly affects their bodies. Children enjoy plenty of fresh air and physical exercise. Their safety is a high priority for staff. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves to prevent trip hazards. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed, in order to fully support children's understanding of how to keep safe. To aid children's understanding of safety; staff organise visits from fire fighters and police to talk to them about keeping safe while at home and when out and about.

Children receive good support from their key persons to help with their move to school or other settings. They have opportunities to visit the school they will be attending and teachers visit the nursery. This helps children to become familiar with adults and surroundings. Staff pass on children's achievements and personalities to provide continuity of care. This ensures children do not lose confidence when in a new environment or when they move from one establishment to another.

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

Children play in a secure safe environment, where they are supervised at all times. Staff have a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding procedures are good and staff have attended safeguarding courses. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Recruitment procedures are rigorous to ensure staff suitability. They include a thorough interview, induction process, as well as Disclosure and Barring Service checks. This ensures that all staff working with children are suitable to do so and competent to

fulfil their roles. Risk assessment is comprehensive. It covers the premises, aspects of children's play, the learning environment and outings. Documentation for the safe and effective management of the nursery is well organised, regularly reviewed and updated to take account of revised legislation and best practice. For example, medical conditions are clearly stated on children's registration form. Staff know how to deal with emergencies in the nursery as all qualified staff hold a paediatric first aid certificate. The accident procedures are detailed and accident records are completed accurately and contain relevant signatures, details of how the accidents occur and if it could have prevented. This ensures children's safety and well-being is effectively promoted. Appropriate procedures are in place to inform Ofsted of any significant events or changes to the running of the nursery.

The owner is a strong leader. She and her team have worked extremely hard since the last inspection and successfully implemented all of the recommendations for improvement. In addition, they have successfully introduced the revised Early Years Foundation Stage. Demonstrating a good capacity to drive improvement. The manager and staff are dedicated and enthusiastic and have a positive attitude to improving the quality of care and education they provide for children. Ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents and children, form part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for improvement. Detailed action plans are devised to address these issues. As a result, staff are able to organise how and when they might implement the improvements to better the quality of care for children, over time. For example, the assessment procedures have been improved and staff have identified improvement to healthy eating. They have introduced fruit platters at snack time to give children a greater choice of fruit and as a result, children choose to eat more fruit.

Management have high expectations and inspire staff in developing their knowledge and skills to promote the learning and development requirements. The management team regularly monitors and observes children's progress through the use of individual and group tracking processes. This enables them to identify gaps in children's learning and to target them effectively, so that they can close the gaps rapidly. Staff performance is monitored through efficient use of supervisions and appraisals. These meetings help to shape staff's professional development. This is promoted well and staff attend a wealth of training. This results in staff improving their knowledge to inform practice. Staff are currently working on developing aspects of effective learning, which has a positive impact on children. Staff have good knowledge of the nursery policies, which helps to ensure the smooth running of the nursery. Staff feel valued and they create a happy environment where children thrive.

Staff develop strong partnerships with parents, which helps to ensure they have a firm understanding of children's and families' needs. The nursery is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. On their child's entry to the provision, they are provided with the opportunity to see all the comprehensive policies and procedures that cover all relevant legislation. Parents receive quality newsletters and can review detailed notice boards to gain further information about the nursery. Comments from parents indicate they are happy with the caring, friendly, staff and the service provided. To aid all children, good

links have been established with outside agencies, such as the local authority and other agencies. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

The Childcare Register

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

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	206256
Local authority	Derbyshire
Inspection number	915601
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	64
Name of provider	Sharon Reynolds
Date of previous inspection	24/11/2009
Telephone number	01773 520347

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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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