

Granby House Nursery

Aldwarke Road, Parkgate, ROTHERHAM, South Yorkshire, S62 6BU

Inspection date

27/08/2013

Previous inspection date

19/09/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff carry out a wealth of activities with the children that are varied, imaginative and highly challenging. As a result, children are extremely motivated to learn, keen to join in activities, and eagerly develop the skills and attitudes required for the next stage in their learning.
- Staff have an excellent knowledge and understanding of the children they care for. They are highly skilled and responsive, which ensures children form secure attachments with their key person.
- Partnerships with parents and carers are exemplary. Parents are fully informed about the educational programme and are actively involved in supporting their children's development at home and in the nursery. As a result, there is a collaborative approach to children's learning.
- The owner and manager have an excellent knowledge of the Statutory framework for the Early Years Foundation Stage. They rigorously monitor the implementation of the educational programmes. As a result, any additional support children may require, is swiftly identified and prompt action is taken to put in place excellent support mechanisms.

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 looked at children's assessment records and a range of other documentation.
- The inspector observed activities in each of the playrooms and the outside learning environment.
- The inspector held meetings with the owner and manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sarah Taylor

Full Report

Information about the setting

Granby House Nursery is one of three nurseries owned by Granby Nurseries Limited. It was registered in 2004 and operates from a converted Georgian residential building and an adjacent annexe situated in the centre of Parkgate in Rotherham, South Yorkshire. Children have access to a secure enclosed outdoor play area.

The nursery is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year, closing for bank holidays. It serves a wide range of working families who travel from different areas within the borough and children attend for a variety of sessions.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 184 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are 35 members of staff, including the managers, who work directly with the children. Of these, four members of staff hold Early Years Professional Status. One member of staff holds a BA Degree in Early Years and three members of staff hold foundation degrees. Four members of staff hold a National Vocational Qualification at Level 4. There are a further 22 staff who are qualified to National Vocational Qualification Level 3 and one staff member who holds a level 2 qualification. The nursery employs two cooks and a housekeeper. The nursery has achieved the 'Quality in Action' quality assurance scheme and is a member of the National Day Nurseries Association. 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 already excellent settling-in programme, for example, by extending the use of home visits to children of all ages.

Inspection judgements

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

Children of all ages delight in attending this exceptional nursery. They squeal with joy when they first arrive and see the resources on offer to them. There are a wealth of activities available for the children to experience, which are varied, imaginative and well planned. This ensures that every opportunity, to promote the children's learning is

captured. As a result, children are highly motivated, keen to join in, and eagerly develop the skills and attitudes required to prepare them for the next stage in their learning. The staff meticulously observe the children during their play to ensure that they can easily identify children's interests. They use this information to create individualised planning for each child. Staff work closely with parents to ensure that they are fully informed about the educational programme and are actively involved in supporting their children's learning at home and in the nursery. Consequently, there is a cohesive approach to children's learning and development. Staff regularly assess children's progress and produce a detailed report that is shared with parents. Each child has a 'tracker' assessment which ensures that staff can easily identify any gaps in the children's learning. Consequently, all children, including those with special educational needs and/or disabilities, receive excellent support to enable them to make outstanding progress in their learning and development.

Children make exceptional progress in their creative skills because staff support the children extremely well during activities, by providing exciting and inventive activities. For example, following the children's interests, staff set up a craft activity so that the children can make their own telescopes. Children skilfully use paint, glue, sticky tape and scissors with confidence, to make their telescopes. Children have recently expressed an interest in bees and want to look for them in the garden. Staff build on this concept by taking the children into the garden on a bug hunt where children happily take their self-made telescopes to explore. Staff ask the children thought provoking questions, such as where do bugs live. The children eagerly respond by saying 'underground in the soil'. This supports children to develop their understanding of the natural world.

Babies eagerly explore the treasure baskets; they are highly inquisitive and delight in exploring the wealth of objects and materials, such as, voile, wooden spoons and soft hair brushes. Staff extend this activity well by draping the voile on the child and asking how it feels. The member of staff then selects the resources one by one and asks the child about the textures, and places objects in the child's hands to allow them to see how each item feels. Older children have excellent opportunities to develop new skills. For example, children work with local artists to make plates and pots from clay. Consequently, children are very confident in trying new things.

Teaching is inspirational, this is because the staff use every opportunity to extend children's learning. For example, whilst playing outside the children want to make a fire engine. The staff member encourages the children to work together to collect the chairs and make them into a fire engine. The staff extend this activity further by providing the children with real hosepipes and helmets. They then discuss different roles in society which encourages the children to learn about different role models and recognise the similarities and differences in others.

Children make rapid progress in their mathematical development because staff provide everyday opportunities for the children to use numbers during their play. For example, staff ask how many children are sitting down for circle time. As children leave the group to wash their hands, the member of staff asks the children how many children are left. This encourages the children to solve mathematical problems. Children are excellent communicators because staff maximise opportunities to allow children to explore new words. For example, children learn the names of the local schools and where they will

eventually attend. Consequently, children are extremely well prepared for their move to school when the time comes.

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

Staff have an excellent knowledge and understanding of the children they care for. They are highly skilled and responsive, which ensures children form secure attachments with their key person. Partnerships with parents and carers are exemplary this is because staff are wholly committed to ensuring all parents and children are welcomed into the nursery. Staff work closely with the parents from the onset of care. They are meticulous in obtaining detailed information from the parents, about children's starting points in their learning and obtain detailed information about children's care needs. Consequently, children's physical and emotional well-being is effectively promoted.

The settling-in programme when children first start at the nursery is excellent, children attend for a number of visits to build up their self-esteem and confidence. Staff are starting to visit some children at home to help them become familiar with their key person before they start at the nursery and have found this to be successful. There is, therefore, scope to enhance the settling-in process by carrying out further home visits with children of all ages. When children move rooms within the nursery, the staff work closely with parents to ensure that children become familiar with their new rooms. This is aided by the 'home made' photograph books of children's new key carers. Transitions when children move to school are seamless, this is because the staff prepare the children extremely well. For example, children's new teachers are invited into the nursery and children go on regular walks to the local schools. This ensures they become familiar with their new carers and environments.

Young babies thoroughly enjoy snuggling in with their key workers for simple stories. Staff use calm and soothing voices which help them to develop a sense of belonging. Older children are developing excellent independence skills which help them to keep themselves safe. For example, staff teach the children to use scissors safely and encourage them to tidy away the toys once they have finished playing with them. Children's behaviour is impeccable throughout the nursery. Staff follow the 'thrive' behaviour management principles which encourages children to talk about their feelings. This also supports children's personal, social and emotional development and promotes their self-esteem. Children independently tidy away their own resources and follow the rules of the nursery, such as walking indoors and tidying away toys once they have finished playing with them.

Children have excellent opportunities to learn about healthy lifestyles. They have a range of healthy, nutritious meals which are freshly prepared by the nursery cook. Children serve themselves at meal times and staff discuss the ingredients in the meal of chilli con carne and rice. Children get to sample their own produce as they grow their own fruit and vegetables in the garden. Children's physical development is exceptionally well promoted. Children freely access the outside environment where they climb, run and learn about risk taking. For example, one child throws a teddy bear into the tree which becomes stuck. The staff encourage the children to assess how high the tree is and if it is safe to knock the teddy bear down with a stick. The children work cooperatively to knock the teddy bear

down from the tree, under the close supervision of staff. This ensures that children are allowed to take some risks during their play which ensures they are highly challenged and motivated to learn new things.

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

The owner and manager have an excellent knowledge of the Early Years Foundation Stage and rigorously monitor the implementation of the educational programmes. As a result, any additional support children may require is swiftly identified and prompt action is taken to put in place excellent support mechanisms to ensure all children make rapid progress in their learning. The owner and manager have strong links with other professionals which ensure that children with special educational needs and/or disabilities are incredibly well supported. The manager has developed strong links with the local schools so that the staff can share useful information with children's new carers to ensure that their needs are well met in the future.

There are highly effective strategies in place to safeguard the children. The owner and manager are fully aware of their responsibility to meet the safeguarding and welfare requirements. Staff are very familiar with the signs and symptoms of abuse and rigorous record keeping and policies and procedures ensures that children are well protected. Children are further safeguarded because the recruitment and vetting procedures for any staff are robust. Regular risk assessments are conducted and staff work tirelessly to minimise the potential risks to children, for example, they regularly check the number of accidents in each room to identify any hazard 'hot spots'. Resources are of high quality and are used effectively by the staff, to promote the children's learning. Consequently, children are supported to make outstanding progress in their learning and flourish at this wonderful nursery.

The owner and manager have embedded a culture of reflective practice where staff are continuously developing their knowledge and skills through training, development and research. Regular appraisals, peer observations, mentoring and a thorough induction programme ensure that all staff have an exceptional knowledge of the Statutory framework for the Early Years Foundation Stage. Staff are highly motivated and attend frequent training and development opportunities to support the children. For example, staff have learned sign language to ensure that they can provide excellent support and interventions to children with hearing difficulties.

The nursery is committed to continuously improving. For example, the action plan for the nursery is sharply focused to bring about changes that will most benefit the children. The nursery's self-evaluation form identifies clearly the strengths and plans for the future development of the nursery. Since the last inspection the nursery has continued to improve. For example, the nursery has established strong relationships with local artists to provide a range of art and craft activities to support children's creativity. This shows a high level of commitment to continuous improvement and demonstrates an excellent capacity to improve.

Parents spoken to on the day of the inspection were highly complimentary about the nursery and could not speak highly enough about the staff. One parent states 'I would say the nursery is outstanding, my child is so happy and has developed so much since starting there' while another states 'Staff are excellent, every single member of the team gives me exceptional feedback about my child, I love this nursery'.

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	EY281276
Local authority	Rotherham
Inspection number	915109
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	184
Name of provider	Granby Nurseries Ltd
Date of previous inspection	19/09/2011
Telephone number	01709 710709

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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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