

The Grange Day Nursery

Royston Park Pavilion, Royston Avenue, Sutton, Surrey, SM1 3PS

Inspection date

Previous inspection date

14/11/2013

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 happy and settled because they have warm relationships with staff.
- Staff keep children safe because they have a good understanding of safeguarding requirements. They carry out risk assessments covering all aspects of the nursery.
- Staff manage children's behaviour well. They use praise to motivate positive behaviour.
- Staff provide a wide range of absorbing activities based on children's interests and skills. This helps children to make good progress.

It is not yet outstanding because

- Staff do not maximise outdoor learning opportunities to teach children about nature and how things grow.

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 observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management.
- The inspector sampled a range of documentation.

Inspector

Jennifer Beckles

Full report

Information about the setting

The Grange Day Nursery registered in 2013. It is one of two nurseries associated with The Grange Day Nursery Limited. It operates from a building in Royston Park, within the London Borough of Sutton, and has an enclosed outdoor play area. The nursery is open Monday to Friday, from 7.30am until 6.30pm. It is funded to provide free early education to children aged two, three and four years, and supports children who are learning to speak English as an additional language. There are four members of staff, three of whom hold appropriate early years qualification. Of these, the manager holds an early years degree, the deputy manager holds level 5 qualifications, one staff member holds level 2 qualifications, and one staff member is unqualified and working towards a qualification. There are seven children in the early years range on roll.

What the setting needs to do to improve further

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

- develop further opportunities for children to investigate nature and learn how things grow.

Inspection judgements

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

Staff plan a broad variety of absorbing activities in this bright and cheerful nursery. They include children's interests in activity plans, which cover all areas of learning well. This results in children being very engaged in activities. Staff base their plans on children's individual needs and consequently children make good progress. They provide a good balance between adult-led, structured learning and child-led play, which enables children to make free choices.

Staff support children's early literacy skills well. For instance, children learn to recognise their names on cards when they arrive at the nursery. They also learn to associate sounds with letters through fun activities and games. Children practise their drawing skills in creative activities, for example when using corn flour and water mixtures. They enjoy exploring colour and print effects as they make hand prints with coloured paint on paper. Staff extend children's learning by pointing out how a secondary colour is made when two primary colours are mixed together. They teach children new words to describe how paint feels, such as 'smooth' and 'silky'. Staff make good use of everyday opportunities to support children's counting skills. For example, as children play with ducks in the water tray staff ask children to count the number of ducks. They compare the size of their hands during a painting activity and staff teach the children mathematical vocabulary, such as 'bigger' or 'smaller than'. Staff follow children's lead to extend their learning. For instance,

children watch leaves being blown around in the wind from the nursery window and staff encourage the children to think about what kind of weather causes leaves to blow around. Children then apply their learning by setting the arrow on the weather wheel to 'windy'. These experiences help children to develop useful skills for later use in school.

The outdoor area has a developing range of resources and facilities used by children, which promotes their physical development effectively. For example, children use bats and bean bags to develop throwing and catching skills. They move in different ways in the outdoor area and make daily use of the local park to use different apparatus, such as frames, to practise their climbing skills. However, staff do not maximise learning opportunities outdoors to encourage children to investigate nature and learn how things grow.

Staff keep detailed records on children's assessment, which are used to plan their next steps for learning well. They collect samples of children's work and carry out regular observations, which are evaluated and used to inform planning. Progress checks for children aged between two and three years are completed and written summaries are provided to parents, to keep them informed of their children's progress. Staff use good strategies to help children who are learning to speak English as an additional language. For example, they learn key words in children's home languages and use visual resources and gestures to support their communication skills.

Staff meet up with parents to discuss their children's progress and keep them up to date through daily interactions. Parents review their children's development by looking through assessment records and samples of work, and through discussion with staff. Parents share observations of their children with staff and this enables them to contribute to their children's learning.

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

Children have close, warm relationships with staff, which builds their confidence and helps them to settle well at the nursery. Staff spend time getting to know children's individual personalities and reflect their interests in activities. This helps children to feel happy and secure. Staff provide highly appropriate nursery routines, which are familiar to the children and support their feelings of security. They provide pictures of the nursery routine for children who are learning to speak English as an additional language; this helps them to understand what is happening throughout the day. Children are keen and eager learners who explore their environment confidently and happily. They select resources freely from labelled, accessible storage units, which encourages their independence. The nursery is bright and children's work is attractively displayed.

Staff use effective strategies to teach children how to be safe. For instance, they read stories and have discussions with children on road safety. Staff encourage children's independence by allowing them to put on their socks and jumpers independently, and support younger children to do this. Children use the bathroom independently and wash their hands at appropriate times, with understanding of the need for good hygiene. Staff

change nappies in comfortable and clean areas.

Children are very independent at meal times. They serve themselves and pour their own drinks. Children eat balanced meals from a menu, which contains their favourites and caters for special dietary needs. Children benefit from daily fresh air and physical exercise by using play areas in the adjacent park or the nursery's outdoor area.

Children behave well because staff manage their behaviour effectively. For instance, they use a gentle approach and encourage children to think about the impact of their behaviour on others. Staff use praise to motivate children to behave in positive ways. Staff help children to settle by enabling them to spend time in new group rooms at the nursery, to get to know staff and new routines before they move.

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

Management has a good understanding of the requirements of the Early Years Foundation Stage. Staff are vetted well to assess suitability for their roles and this helps to keep children safe. They have good knowledge of safeguarding and know procedures to follow should they be concerned about a child. Staff keep children protected from harm by carrying out regular fire drills. They carry out frequent risk assessments covering all aspects of the nursery, to ensure any potential risks to children are promptly identified and minimised. All policies and procedures reflect current requirements, and are understood and implemented effectively by staff.

Management has arrangements in place for staff to have appraisals twice a year, to review performance and identify their training needs. Staff receive regular supervision and this provides management with insight into staff performance so that appropriate support is offered. Management works directly with children in group rooms; this enables good monitoring of the nursery because management is able to observe the quality of staff practice. Members of the management team review children's assessment records and staff planning to ensure consistency of quality. This also highlights any gaps in learning so that appropriate solutions are sought to close gaps in achievement.

Staff have good links with the local authority, who provides advice and support on early years matters. They have arrangements in place for local school teachers to visit the nursery to get to know children so that they settle well when they move to school. Partnerships with parents are effective because staff keep parents informed of their children's progress and enable parents to contribute to their learning.

Management reflects regularly on the quality of nursery provision and has good awareness of the nursery's strengths and areas for development. For instance, it plans to enhance the links between local schools and the nursery, to provide even better support for children who move to school. The nursery operates effectively and shows good ability to maintain this in the future.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462347
Local authority	Sutton
Inspection number	919384
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	7
Name of provider	The Grange Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	02086403310

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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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