

Little Gryphons Nursery School

The Gryphon School, Bristol Road, SHERBORNE, Dorset, DT9 4EQ

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| Inspection date | 26/11/2013 |
| Previous inspection date | 09/04/2013 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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 | | 4 |
| The effectiveness of the leadership and management of the early years provision | | 4 |

The quality and standards of the early years provision

This provision is inadequate

- The security system is not robust enough to ensure that unauthorised persons cannot enter the nursery and have access to children, therefore, children are not fully safeguarded.
- The nursery staff do not minimise hazards effectively to ensure that they teach young children to keep themselves safe when they are in cots in the sleep room.
- Staff sometimes miss opportunities when talking with young children, to extend their understanding of the world around them.

It has the following strengths

- Staff provide a welcoming and stimulating environment, where children are keen to learn through play, exploration and real life experiences.
- Staff know children well as individuals, and use a clear assessment system, which enables them to support children's good progress in their overall development.
- Staff promote effective partnerships with parents and outside agencies, which leads to effective planning to support every child's learning and individual needs.

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 activities in the baby room, pre-school room and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children.
- The inspector sampled documentation, which included policies and children's progress records.
- The inspector took account of parents' views, obtained in person.

Inspector

Brenda Flewitt

Full report

Information about the setting

Little Gryphons Nursery School re-registered in 2012 having previously been in operation since 2005. The nursery operates from a purpose-built unit on The Gryphon School site in Sherborne, Dorset. Children attend from the local surrounding areas. The nursery is open each weekday from 7.30am to 6pm, offering sessions or full day care for 49 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 86 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities.

There are 18 staff members employed to work directly with the children, all of whom hold or are working towards relevant early years qualifications. One member of staff holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- improve the security system to ensure that unauthorised persons cannot enter the premises
- ensure that sleeping spaces for younger children are safe, with particular regard to accessing electric switches.

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

- use spontaneous opportunities more often to extend young children's understanding of the world around them.

Inspection judgements

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

Children enjoy the time they spend at the nursery. Staff provide a welcoming and stimulating learning environment, where children are keen to join in a broad range of activities. Throughout the nursery, staff arrange the extensive range of play equipment and resources thoughtfully. They use low-level storage units and label with words and pictures. This means that children can select independently and extend their own play and

learning. Staff plan a broad range of activities, both inside and out, according to children's interests and learning needs. They assess children's progress effectively, using written records that include observations of children's play and achievements. Key persons use this information successfully to identify clear next steps, which they then use in the planning of activities. They invite parents to share what they know about their child's development at home through discussion and 'weekend star' records. Key persons have a clear understanding of their responsibility for completing progress checks for children aged between two and three years.

Overall, staff promote children's language skills very well. They talk with children as they join in their activities, asking questions to help them think and recall. For example, pre-school children enthusiastically join in a guessing game, where they name a creature by watching a mime, with verbal clues. They confidently use their knowledge about wildlife to identify features of a flamingo, monkey and spider. Staff plan narrative therapy sessions in small groups to promote children's listening skills and encourage less confident speakers to join in. Staff talk with younger children as they support their activities, describing what is happening, naming objects and people. This helps develop children's vocabulary and understanding. However, staff sometimes miss opportunities to extend young children's knowledge and words. For example, when children use warm water outside in the cold, staff do not extend the activity to talk about the water vapour or why this happens. Staff supply dolls for children to take home with them for a weekend. The system involves parents completing a diary with text and pictures about the doll's adventures. This is successful in encouraging children to talk about events in their lives, and promotes continuity between home and nursery.

Children develop a good understanding of number through planned activities and everyday activities. For example, from a young age, children like to help with setting up for lunch. Staff use this type of situation successfully to pose problems such as, 'do we have enough places?' Staff supply name cards to identify where children will sit. This type of activity encourages children to recognise written words and solve mathematical problems in meaningful situations. Staff enable children to use their senses to explore a wide range of materials. They provide sensory areas, both inside and out, where children can investigate a variety of manufactured and natural objects and media. Babies like to swirl paint on paper, using hands or paintbrushes. In the garden, children enjoy the texture of autumn leaves. Older children are involved in planting and nurturing vegetables and herbs, which helps them learn about caring for living things and changes in nature.

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

Children are happy, settled and secure in the care of friendly staff. There is an effective key person system in place, which means that each child has two adults who know them well as individuals. Children develop warm and trusting relationships. Key persons seek detailed and useful information from parents when children start at the nursery. This enables them to respect home routines, which in turn promotes a smooth move from home to nursery. Staff encourage children to visit their siblings at various times during the day. They display many photographs to encourage children to recognise themselves and

others. Children who are due to move to the pre-school room, visit often to become familiar with the physical environment and people. All this helps promote children's feeling of security and sense of belonging.

Staff help children develop a positive attitude to people's differences through the good examples they set. They sensitively help children to understand one another's differing abilities and needs. Staff provide consistent routines and clear explanations so that children understand what they expect from them. Staff regularly praise children's efforts and achievements, making it clear what they have done well. This helps to boost children's self-esteem and confidence. Staff give children some opportunities to help children to be aware of their own safety through planned activities and regular reminders. For example, staff arranged visits from road crossing patrol and police to promote children's understanding about how to stay safe. They learnt safe routines for crossing roads, and what to do if they get lost in a shop. Staff remind some children about hazards in the nursery. They use visual 'red triangles' and verbal reminders to teach children to 'stop', or not to touch hazards. However, the weaknesses in the security systems mean children's well-being cannot be assured and staff have not minimised the risk of unknown persons entering the premises unchallenged.

Staff promote children's healthy lifestyles extremely well. They enable children to choose to be inside or out, which means children have daily fresh air and exercise. Staff encourage children to practise very good routines for personal hygiene, which includes brushing their teeth after lunch. Children develop increasing independence as they use toilet and hand washing facilities unaided. They make choices from healthy options at meal times, with food freshly cooked on the premises to provide children with a balanced diet. Staff help children's increasing independence in their practical skills. For example, they deliberately allow time for children to practise taking off and putting on outdoor clothing. The low-level furniture and facilities enable children to develop independence. These types of skills will help children as they move on to their next stage of learning.

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

Leadership and management are inadequate. The security system includes a combination lock and a monitoring camera but it is not rigorous enough to ensure that unknown persons or strangers cannot enter and gain access to children. For example, the inspector was able to enter the exterior door, through the interior door, pass the unmanned office and enter the baby room unchallenged. She then showed her identification and introduced herself to a member of staff. This means that children are not fully protected from unvetted and/or unknown persons and are inadequately safeguarded. Although the manager explains that they have put notices up to remind parents and visitors to wait at the door to be let in and to remember to close the door after them, there was nothing on this occasion to prevent a stranger to the setting gaining access to children. In addition, staff do not fully demonstrate an awareness of the potential hazards of children being able to touch electric switches when standing unsupervised in cots. For example, after waking up, children stand in their cots and can reach and were observed touching switches before

staff came to them. This makes it difficult for them to learn an awareness of keeping themselves safe. As a result, the provider is not meeting all welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

The provider and staff have a clear understanding of child protection issues. This includes recognising signs and symptoms that would cause concern, and knowing the correct procedures to follow. Staff keep their knowledge up to date through regular training and are sure about their responsibilities in protecting children from abuse or neglect. There is a detailed policy for staff to refer to, which they share with parents. There are clear staff recruitment procedures, which mean that staff are checked for their suitability to work with children before they start in post.

Staff establish effective partnerships with parents and professionals. They supply detailed information for parents about the nursery by way of written policies, regular newsletters, a website and a wealth of displays. Key persons seek valuable information from parents when children start at the nursery that enables staff to meet their individual needs well, overall. Parents have the opportunity to express their views and have their ideas heard through ongoing conversations and by attending the 'Friends of Little Gryphons' group. Parents say that their children have settled quickly and are happy at the nursery. They praise the nursery staff in helping their children's language and social skills. Parents feel well informed and acknowledge the continuity staff promote between nursery and home. Staff have established very good working relationships with outside agencies and connected professionals. This helps them support children with specific needs very well. Staff have effective ongoing dialogue with other practitioners, when children attend additional early years settings. Therefore, they are promoting consistency in children's care and learning.

The provider has successfully addressed the recommendation set at the last inspection, which has improved aspects of children's creativity and learning in the outdoor area. Management monitors staff effectiveness through regular supervision and appraisals to help identify any training needs. There are, overall, successful self-evaluation methods to help identify areas for improvement. However, they have not fully assessed the impact of the weakness in the entry system. Staff visit other settings and carry out observations on one another in their work, which helps develop their practice. Consequently, they continue to enhance children's learning experiences.

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

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| Unique reference number | EY454680 |
| Local authority | Dorset |
| Inspection number | 938492 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 44 |
| Number of children on roll | 86 |
| Name of provider | The Gryphon School |
| Date of previous inspection | 09/04/2013 |
| Telephone number | 01935810112 |

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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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