

The Grange Nursery

The Grange, 18-21 Church Gate, THATCHAM, Berkshire, RG19 3PN

Inspection date	15/11/2013
Previous inspection date	24/01/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The staff offer children a welcoming environment with a friendly atmosphere, as well as warm care and attention, so children feel safe and secure at the nursery.
- The new managers are taking some positive steps to address weaknesses at the nursery, with suitable action plans to drive improved provision for the children.
- Their self-evaluation processes are developing to further involve and reflect the views of children, parents and staff to identify how children's progress can be hastened.

It is not yet good because

- Staff do not always extend children's learning as planned activities are not consistently challenging to promote children's progress fully.
- There is no consistent system to help parents understand how to support their children's learning at home.
- Staff do not promote children's independence well.
- Staff teaching does not consistently promote children's mathematical understanding during interactions, everyday play and daily routines.
- Staff provide babies with mainly manufactured toys to explore, which do not stimulate their senses well. They do not provide these youngest children with good daily opportunities to be outdoors.

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

- At the inspection, an additional inspector accompanied the lead inspector.
- The inspectors observed children's play experiences, activities and interactions with staff, indoors and outside.
- A meeting was held with the manager's, and discussions took place with staff and a small number of parents/carers.
- A joint observation was undertaken with one of the managers.
- A selection of written policies, procedures and children's records were sampled at the inspection.

Inspector

Sheena Bankier

Full report

Information about the setting

The Grange Nursery registered in 2012 and is owned by a limited company, Pegasus Child Care Ltd. It is situated in Thatcham, Berkshire and operates from converted premises. The children are cared for in several rooms on different levels of the premises and there are stairs and steps inside, and steps to gain access to the garden and main entrance. There is an enclosed area for outdoor play.

The nursery is registered on the Early Years Register. There are currently 111 children on roll in the early years age range. Children attend for a variety of sessions. The nursery is in receipt of free early years education funding for children aged three and four years. It supports a children who have special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round except for bank holidays and a week at Christmas.

The nursery employs two managers, who both hold recognised early years qualifications at level 3. In addition, 20 permanent members of staff are employed; of these hold 17 hold recognised early years qualifications, including one with qualified teacher status. Two members of staff are working towards gaining or furthering their qualifications. A cook, housekeeper and an administrator are also employed at the nursery. The nursery has three unqualified bank staff who work when needed.

What the setting needs to do to improve further

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

- ensure staff have the necessary skills and knowledge, and a clear understanding of their roles and responsibilities so that teaching practice is consistent to ensure children are sufficiently challenged in their learning, and information is shared with parents about their children's progress and learning needs
- strengthen the educational programmes for first, children's personal, social and emotional development by promoting their independence across all age groups and second, for babies understanding the world by providing them with more natural and sensory materials to extend their learning through exploratory play.

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

- develop teaching of mathematical language and ideas during everyday play, interactions and the daily routine activities to help children learn more about early mathematics in practical ways
- increase opportunities for babies to spend time outside more regularly, so they have plenty of opportunities for moving around in fresh air.

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

Children make some steady progress in relation to their starting points. Overall, they enjoy the activities on offer and most children are suitably engaged in these. All staff are kind and caring in their interactions and at times some provide elements of good teaching with the children. However, the quality of this teaching is inconsistent and planned activities are not always purposeful or sufficiently challenging. For example, staff do not consider more interactive and engaging ways to promote children's learning, and at times use printed out worksheets, which do not readily engage all children. At other times, adult-led activities do not consistently promote children's development of skills for their future, such as starting school. For instance, during a group time, staff call out children's names and give them their name card without an opportunity for children to recognise their own or their friends' names. In addition, staff miss opportunities to promote children's understanding of letter sounds within this activity. As a result, the activity is not challenging to the older and more able children and does not extend their learning. Staff take some suitable steps to prepare children for school, such as inviting teachers in to visit them, and making photo books of the nursery teddy bear visits to the local schools to help them feel emotionally secure about the move.

Staff take lead roles in daily routines, for example, at lunch time, which restricts children from developing their independence by taking on responsibilities. For example, the older children do not help to set the table or serve food during lunchtime. Staff provide variable support to develop children's mathematical learning. Their planning is not always effective in targeting this area of learning fully. This means staff miss opportunities during daily routines, play and interaction to promote children's understanding, such as consistently talking about mathematical ideas or counting with the children.

On entry to the nursery, information is gained from parents to help ascertain children's starting points and individual needs, including other languages spoken. Funding has recently been agreed to enable staff to incorporate other languages children speak more fully at the setting. Staff take appropriate steps to support children who they identify as needing further support. For example, suitable links are in place with outside professionals, to gain advice and support, such as the speech and language therapist. As a result, staff provide appropriate support to children. Staff demonstrate a sound understanding of children's individual progress and next steps in learning. They make regular observations that overall cover all areas of learning consistently for children. The observations link clearly to the weekly planning and children's current interests. Information shared with parents about their children's progress is variable. Parents are able to access their children's progress records when they wish to. However, there is not always a consistent two-way flow of information with all parents to promote a shared approach to children's learning and development.

Babies enjoy warm interactions with the staff working with them. Staff sing to the children and talk to them in appropriately lively tones to encourage their communication and language skills. Children enjoy some exploratory play, such as playing with cooked pasta and bottles filled with different materials. Babies mainly play with manufactured toys, however, and do not benefit from regular opportunities to stimulate their senses with natural materials and sensory items. Staff encourage toddlers to take part in art and craft activities, enabling them to develop their small physical skills as they pick up pieces of material to make collage teddy bears. Children have some suitable access to books across the age groups and staff read to the children, encouraging their interest in books appropriately.

Children enjoy playing in the large garden, where they have access to resources and equipment that cover all the areas of learning, such as mark making on chalkboards. They play imaginatively in the 'pirate ship' and push the dolls' buggies around the garden. Children develop their co-ordination, balance and climbing skills by using the balance bikes and climbing frames which extend their physical skills.

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

Children settle well on arrival because staff demonstrate a good understanding of children's individual requirements, such as needing to keep their comforter with them. Warm, caring relationships are in place between staff and children and the key person approach works well. As a result, children feel safe and secure. For example, babies are

confident to explore their surroundings, seeking out toys from the boxes and adult interaction. As children start at the nursery or move rooms they are suitably supported with visits to become accustomed to the room and their new key person. Parents complete information about their children on entry to the nursery, which enables staff to develop a secure understanding of children's individual needs and babies home routines. This helps children settle successfully as they start at the nursery. As children change rooms, staff complete a transition report to pass to the next room about children's current needs. As a result, the key person is adequately aware of children's needs and backgrounds. Children behave well and need few reminders from staff. They receive warm praise and encouragement from staff that supports their feelings of self-worth and confidence effectively. Staff remind children of safe behaviours as appropriate, such as to use their 'walking feet' indoors. Children take part in the evacuation procedure, helping them to develop their suitable understanding of personal safety.

The rooms at the nursery are welcoming and inviting, with children's artwork on display. Toys and resources are at a low level, enabling children to make choices and decisions about what they wish to play with. Children do not develop fully effective self-care skills. For example, staff clean toddlers' faces and hands after eating instead of giving children an opportunity to do this for themselves. The type of seating used for babies' meal and snack times means that they are unable to be fully independent, and rely staff to pass them their cups and food.

Older children make good use of the garden, going outside at least once a day to benefit from fresh air and physical activity. The babies, however, spend a lot of their time in their room. Triple buggies enable staff to take them outside, although the staff do not make the best use of these. As a result, children do not benefit from more regular fresh air or experiences outside to observe the world around them.

Children follow good hygiene routines, such as hand washing and staff provide some simple explanations as to why this is important. Staff carry out good hygiene measures, such as cleaning their hands with hand sanitiser after wiping children's noses and they wear protective clothing when changing nappies or handling food. This minimises cross infection. Children benefit from a healthy based menu, which encourages them to develop their tastes for different foods. This caters well for children's individual dietary needs. Staff help children grow vegetables, which they pick and eat as part of their meals. This promotes children's sound understanding of caring for living things, and where food comes from.

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

The managers and staff have a suitable understanding of their responsibilities to meet the welfare and safeguarding, and the learning and development requirements of the Early Years Foundation Stage. The premises are secure with good procedures in place to ensure visitors and parents do not access the nursery unobserved. Risk assessments take place on a daily basis of the rooms and the garden. Appropriate cleaning routines are in place to

provide a suitable and hygienic environment for children. This promotes children's wellbeing and safety at the premises well. Staff have a secure understanding of their safeguarding responsibilities. They demonstrate a clear knowledge of the procedures to follow in the event of concerns arising about children's welfare or other staff's practice. All staff have recently undertaken safeguarding training, ensuring they are up to date with current procedures and practice.

The new managers are beginning to suitably monitor the learning and development experiences children have at the nursery. For example, they have recently started to undertake room observations and give feedback to staff about their practice. In addition, staff have supervision meetings on a one to one basis and actions are identified for their improvement. These processes are in the early stages and currently becoming established in order to target improvements further. Action plans are in place with identified improvements that the nursery are working towards. The managers and staff have overall addressed the actions and recommendations set at the last inspection. For example, the heating is in full working order again, which means the temporary heaters and trailing wires are no longer in place. Staff check the room temperatures twice a day to ensure the rooms are at a comfortable temperature for children. Staff are encouraged to undertake further training to develop their professional practice. The new managers are developing the nursery's self-evaluation process. They recognise that there are improvements to work towards to improve practice and children's experiences. They are fully encouraging parents', children's and staff' involvement in the self-evaluation process. For instance, they have invited parent representatives from each room to meet with them. The managers demonstrate a positive drive to support continuous improvement at the nursery.

Partnerships with parents are mainly good. The nursery provides suitable information for parents on their website, newsletters and on notice boards in the nursery. This includes policies and information about the activities that have taken place. Daily verbal exchanges of information take place and staff and the managers demonstrate a willingness to accommodate any requests if they can. Staff record parents' wishes in relation to the care of their children and these are shared with the staff team. This promotes continuity of care for children. Parents' overall receive adequate verbal feedback about their children's day. This information tends to focus on children's care needs, and not all parents receive sufficient information about their children's learning and development progress. Suitable links are in place with other settings children attend, outside professionals and local schools. Staff attend meetings with other professionals, which promotes a consistent approach to meeting children's individual needs.

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	EY431003
Local authority	West Berkshire (Newbury)
Inspection number	940774
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	86
Number of children on roll	111
Name of provider	Pegasus Child Care Ltd
Date of previous inspection	24/01/2013
Telephone number	01635573057

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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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