

Goulton Grange Day Nursery

Goulton Grange Farm, Potto, NORTHALLERTON, North Yorkshire, DL6 3HP

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| Inspection date | 22/10/2013 |
| Previous inspection date | 30/03/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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 enjoy their time at this welcoming and friendly nursery and make good progress. Staff give children choices about what they would like to do, listen to their contributions and talk to them about their interests.
- The staffs' caring and sensitive manner helps children form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Children are kept safe and their care needs are met well by enthusiastic staff that is supported well by the strong leadership and management team.
- Effective partnership with parents means there is a united approach to meeting individual children's needs, ensuring that they make good progress.

It is not yet outstanding because

- Provision for snack time does not always promote children's understanding of eating healthy foods, so that they understand the need for variety in food.
- Staffs' skills in using everyday opportunities, such as outings, to promote children's understanding about why they need to keep themselves safe is variable, such as giving guidance about why children should not cross the cattle grid.

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

Inspection activities

- The inspector had a tour of the premises with the owner/manager.
- The inspector observed activities in the playrooms throughout the day and interacted with the children.
- The inspector met with the owner/manager and deputy and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion.

Inspector

Lynne Pope

Full Report

Information about the setting

Goulton Grange Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a refurbished barn on a family-run farm near the village of Potto in North Yorkshire and is owned and managed by an individual. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are two enclosed areas available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 and above, including one member of staff who has a Bachelor of Art degree in Early Childhood studies.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery also offers care to children aged over five years to 11 years.

What the setting needs to do to improve further

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

- improve the range of healthy foods, in particular at snack times, so that children understand the need for variety in food
- increase staff's focus on how to make the most of the everyday opportunities, such as outings, for children to learn about why they need to keep themselves safe when they approach obstacles, such as the cattle grid.

Inspection judgements

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

Children are making good progress in their learning and development with the support of the knowledgeable staff and through an exploration of a broad range of activities, resources and experiences. Ongoing observations of children are recorded in a learning journal. Staff link these observations into the areas of learning and development, which informs staff's planning for their continual development through play-based experiences. Planning shows that staff understand the children and it ensures that children are challenged and stimulated to learn more and to learn through enjoyable experiences.

Staff interact positively with children and are fully committed to their learning. They talk and play with children skilfully and efficiently. Staff promote children's speaking skills through talking to children at their eye level during their play. This encourages babies to babble and point to what they want. Older children become very confident in their speech, for example, they approach visitors and show their curiosity as they ask why they are there. Children respond to the answer as they explain that they are playing and then going to pre-school. Staff develop children's interest in books by encouraging them to participate at story time. From being babies, children enjoy the experience of sitting in comfort with staff as they look at a book together. Older children love to look at books in a group, where staff pause at intervals giving children the opportunity to recall the next part if they are familiar with the story or to predict what might happen next. This encourages children to look at a book on their own, where they read the story, show their friends the picture and follow what is happening in the pictures. More able children learn that print has meaning as staff encourage them to recognise and find their written name on a card. Activities, such as play dough give staff the opportunity to introduce new words and sounds into children's play. Staff show babies what they can do with the play dough. They talk about and sniff the play dough to see what it smells like. When children make a snake staff make the 'sss' sound. This encourages children to copy what they are doing and they show they understand some other sounds, responding with 'moo' and 'meow' when staff ask what sounds some animals make.

Staff use the local environment very skilfully to develop children's skills and knowledge about the world around them through practical activities. They have frequent walks around the farm, where they observe the various animals in the fields. Children collect natural resources, such as leaves and twigs, which they take back to nursery to use in their art work. They have the opportunity to view new animals when they are born, such as the pigs and lambs. This all helps them to develop their curiosity about the natural world around them and to ask questions and talk about what they see. Children use their imagination really well as they introduce a storyline into what they are doing. For example, they dress up and pretend that they are on an aeroplane. Staff support their play; following children's lead and ask questions about what they are doing. This ensures that staff extend children's play where necessary as they offer additional resources to support what they doing. These activities give children the broad knowledge and skills that they can take forward in the next stages of their learning at nursery and school.

Parents are encouraged to support children's learning both at home and at the nursery. They share information about children's progress with their key person and see and can contribute to children's learning journeys every six months, when they take them home. Staff keep parents up to date daily through discussion for older children and through a daily diary for children in the baby room. This means parents can continue their children's learning at home. Parents also talk to staff about what their children have been involved in at home, which helps staff learn about and plan around children's current interests.

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

Children feel very secure at the nursery, as staff are very caring and give priority to children's well-being. Each child is assigned a key person to liaise with parents and to be responsible for specific children. They obtain information from parents about their child's likes, dislikes and routines so that children's needs are met. Settling-in visits are based on the individual child, with them being able to attend for as many as they need. Children's transitions within the nursery are handled well by staff. They have several visits to the next room so that they get to know the staff and children prior to moving permanently and only move when staff are satisfied that they will settle well. This means that children have a smooth transition from home and within the nursery. Staff praise children for their achievements, which gives them confidence and good self-esteem. Behaviour and manners are good with children quickly developing an understanding of the ground rules. Staff teach children to be kind to each other and to keep themselves safe, as they practise emergency evacuation procedures monthly and staff keep a record that evaluates how it went. However, staff's skills are variable when giving children guidance about why they should follow some guidelines. For example, they do not always explain why children should not step onto the cattle grid as they may fall between the gaps and hurt themselves.

Children are accommodated in a clean, welcoming environment that is secure and well-maintained. Staff put a lot of effort into the presentation of their rooms, resulting in interesting, attractive and child-friendly surroundings. Resources are available at children's level, which means they can make their own choices about what they want to play with. This develops their self-esteem and independence. Menus are displayed daily on a white board in the entrance, so that parents can see what will be provided at meal times. Children are provided with healthy meals and mostly healthy snacks. However, morning snack consists of a biscuit every day. This means that children that only attend for a morning session do not have the opportunity to try different healthy foods at snack time to promote their understanding of the benefits of the need for variety in foods. Staff promote children's independence and self-help skills as they show them how to pour their own drink when they are thirsty. Real life experiences on the farm, where children visit the cows, sheep and pigs, help children to learn about different foods and where they come from. Children also help to grow potatoes and herbs in the garden, which means they can observe how they grow. Direct access to the bathroom in the large playroom, means that children become independent in their self-care skills as they recognise when they need to use it. Children have fresh air and exercise each day in the nursery area and on walks around the farm. They enjoy these walks eagerly splashing in all the puddles. Staff prepare children for the walk talking to them about what things they could be looking for and collecting. This gives children a focus for the outing. They observe the world around them and climb on the fence at the end of the drive so that they can observe vehicles passing, such as Lorries who beep their horns for them. Each week children access a football lesson, which encourages children to move in a wide variety of ways. It helps them learn to negotiate the space and to follow instructions when passing the ball. Indoors babies have plenty of space to move around in their room and staff encourage their large muscle skills by providing a small climbing frame and slide. This means they start to pull themselves up and begin to climb on it.

Effective procedures ensure that children are well prepared for the next stage in their learning through a smooth transition from the nursery to school nursery. Close working

relationships are established and staff exchange information daily about what each provision is doing with the children. This contributes to continuity of learning and development for children.

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

This inspection was brought forward due to previous concerns being raised with Ofsted about staff to child ratios, qualifications of staff working with babies, menus not being followed, failure to report a child's serious illness to Ofsted and a key person not being assigned to each child. Ofsted carried out a unannounced visit and raised a notice to improve with regard to ensuring that staff to child ratios are met, to maintain a daily record of staff and children's attendance, to ensure that at least half of staff working with babies have training in caring for babies, to ensure Ofsted is informed of any serious accident, illness or injury of any child whilst in the care of the provision and that each child is assigned to a key person. No evidence was found to support the concern regarding menus not being followed. The areas identified for the provider to take action have been addressed effectively. For example, accurate records of children's and staffs attendance are kept, which reflect that staff to child ratios are maintained at all times. In particular, these were met at the time of the inspection. The management team and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are appraised annually and have supervision meetings throughout the year with the manager and deputy manager. This means that their performance is discussed and training and professional development are planned as a result. A range of appropriate policies and procedures support children's safety and welfare and robust recruitment practices ensure the safe employment of suitable and qualified adults in the nursery. Children's welfare is promoted well and they benefit from good levels of supervision and attention. Appropriately qualified staff work with the children, which means they know how to meet children's needs. Effective systems are in place covering all aspects of children's care, including the recording of accidents and any medication administered. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow, to protect children from harm or neglect, should a concern be raised. Risk assessments are conducted daily for the premises, to ensure that any possible hazards are identified and minimised for children.

The management team have an excellent overview of the educational programme. A data check of children's learning and development is completed termly, based on the tracking sheets that staff complete, which plots each child against each strand of learning. This information is analysed to show how children make progress over time and whether any interventions are needed. Improvements made since the last inspection demonstrate the managements and staff's drive for excellence. The recommendations have all been successfully implemented. For example, self-evaluation of the service that is provided has been developed. This identifies the strengths of the nursery and areas for future improvements to enhance what they already offer, such as the play areas outdoors being developed further. Parents are involved in the self-evaluation through questionnaires, which give them the opportunity to raise their points of view and make suggestions for

improvement.

Management and staff work closely with parents and other agencies that may be involved with children that have special educational needs and/or disabilities. There is named special educational needs coordinator and they seek advice from other professionals and state they would follow their advice about how to support children. Parents are kept up to date about the running of the nursery through newsletters each term. For example, newsletters include information about any staff changes, their qualifications and forthcoming activities that children will be involved in, such as Halloween. Parents spoken to at the inspection were very positive about the staff and nursery. They state that they have always been kept well informed about the progress that their child is making. They feel that the nursery is a home from home and that staff are lovely.

The Childcare Register

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

The requirements for the voluntary 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

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| Unique reference number | EY291063 |
| Local authority | North Yorkshire |
| Inspection number | 936526 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 45 |
| Name of provider | Marian Joan Cornforth |
| Date of previous inspection | 30/03/2010 |
| Telephone number | 01642 700406 |

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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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