

# Little Gryphons Nursery School

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

<b>Inspection date</b>	13/01/2014
Previous inspection date	26/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Staff work closely with parents from the start to plan, assess and meet children's individual needs effectively. As a result, children make good, and in some cases rapid progress in their learning.
- Staff support children with special educational needs and/or disabilities extremely well; this ensures children are fully included and are able to fulfil their potential.
- Staff interact with children to provide close support, challenge and to extend their ideas; as a result children are confident and independent learners.
- Management ensures all staff have a very secure and confident knowledge of how to keep children safe.
- Staff support children's physical development very well. As a result, children develop good physical skills and are learning how to keep themselves safe effectively.

### It is not yet outstanding because

- Staff do not consistently engage all younger children in play with and alongside others to encourage them to learn from each other and to further extend their developing language skills.
- Staff do not, on occasions, use the resources well to further engage children in some aspects of their play and learning.

## 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 inspectors observed activities and the quality of teaching in the play rooms and outdoor play areas.
- The inspectors sampled children's assessment records and planning documentation.  
One of the inspectors held a meeting with the nominated person and manager to assess suitability and qualifications of staff and management's knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage requirements.
- The inspectors took account of the views of parents.
- An inspector conducted a joint observation with the manager.

## Inspector

Bridget Copson

## 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 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 87 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.

### What the setting needs to do to improve further

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

- support younger children's interactions further to encourage them to learn from each other more and to further extend their developing language skills
  
- develop the organisation of the resources to further engage children in some aspects of their play and learning, especially cookery activities with the older children and role play with babies.

### Inspection judgements

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

Staff know the children they care for well, and plan and monitor each child's learning accurately. Staff record regular observations of children's achievements and closely monitor their overall rate of progress in all areas. This enables them to identify children's next steps of learning which they plan for each week. Key persons organise short and sharply focused small group activities to help children achieve these targets each day. As a result, children are making good progress and some are making rapid progress in their learning. Staff work closely with parents and other professionals regarding children's learning. They use parents' observations of what their child can do at home to contribute to the assessments and planned activities. Staff provide parents with the required progress check for two-year-old children. This helps to keep parents fully involved in their child's learning.

Staff interact in children's play with sensitivity and skill, encouraging children to explore freely and make choices. They step in to provide additional support to help children

succeed and to extend their ideas. This shows a respect for children's choices and means children gain confidence in their own abilities to manage tasks for themselves. Staff shape activities and adapt the environment to include and meet each child's needs. For example, they use a range of systems to aid communication, use specialist equipment to include children in every activity and organise the rooms to allow children to move around safely. This especially ensures children with additional needs are fully included and fulfil their potential.

Overall, staff promote children's communication and language skills well. Children benefit from lots of commentary from staff in their play to help them understand what they are doing. Staff encourage children of all ages to use their language skills by asking simple questions. They provide visual prompts to reinforce younger children's first words and ask older children more challenging questions. This encourages these older children to reflect on their experiences and to use their developing language to express themselves effectively. Staff respond with great sensitivity to the communications of non-verbal children. For example, staff carry babies around the garden to talk about the things they see in the natural environment. Staff respond to babies' body language to talk about the things which capture their interest to encourage their communications. However, on occasions, staff do not fully engage some more independent younger children in play to encourage them to learn from each other and to extend their developing language skills further.

Children are confident and independent learners who explore many different open ended resources and engage well in their play. For example, babies copy staff by using their fingers to feel the texture of foam in trays. Some children 'slap' their hands in, spraying staff with foam and all laughing before repeating this over and over. Older children use toy tools in their imaginative play, moving around the play rooms to 'mend' doors in different ways. Staff encourage children over two years to move freely between the indoor and outdoor play areas, and provide space and time for children to complete their chosen activities. Most staff use children's choices to provide other challenges and experiences to extend children's learning further. For example, children collect pebbles from the ground outside which they pretend are 'sausages' as part of their shopping game. Staff encourage these children to count the 'sausages' into the bucket, calculate how many people will be coming to eat these and how many plates they need. This effective interaction enables children to think for themselves, engage in new experiences and develop confidence in their abilities. As a result, staff successfully help to ensure they are ready for the next stage in their learning.

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

Children are happy, settled and form warm and trusting relationships with staff. This is due to the successful key person system and warm interactions of staff who provide close comfort and reassurance, and calm crying babies down with cuddles and soothing words. Key persons work closely with parents to settle children in and meet each child's needs and routines consistently. Staff ensure they liaise closely with parents and any other professionals to meet the additional needs of all those in their care. Staff provide family

photograph books for most children, label children's belongings with photographs and provide consistent routines throughout the nursery. This supports children well in the move from their home to nursery and as they progress through the nursery playrooms. The nursery staff work well with the other early years settings children also attend and arrange visits from teachers at the schools children move on to. Each child has a 'passport' containing, pictures of their new school and its uniform. Staff also encourage children to look on the school website to see photographs of the school environment. This all helps to prepare children well for their move to school.

Staff use 'Rainbow' activities to promote children's personal, social and emotional development. The activities help children to manage their feelings, be self-aware, improve their social skills and enable them to empathise with others. Staff are very good role models. They speak to children and each other with respect, acknowledge children's feelings and consistently thank children for their help. Consequently, children are very well behaved, polite and are forming strong and positive relationships with staff and one another. For example, children laugh together as they affectionately sing one another's names. Children help one another kindly and share spontaneous affection with their friends.

Children are cared for in two age related play rooms. Staff provide babies with interesting activities which they can explore independently as well as cosy, nurturing spaces for quieter play, such as the book area and sensory corner. Staff caring for older children provide exciting and vibrant environments and a choice of many activities for them to choose freely. However, on occasions, staff do not use the resources well to further engage children in some aspects of their play and learning. For example, staff do not provide sufficient tools to fully engage all older children in a cookery activity. In addition, resources in the baby room role play area are not always sufficiently interesting to engage the younger children as well in imaginative play.

Staff maintain a very safe and secure environment for children. Secure entry systems ensure only authorised persons can enter the nursery and play rooms under staff supervision. Staff carry out daily health and safety checks in the nursery and gardens to ensure all safety measures are in place and the premises are secure. In addition, staff review risk assessments continually as changes occur, such as new babies starting and new activities being organised with children. This helps to assure high standards of safety to keep children safe and secure. Staff use books and practical tasks to help children assess risks within the nursery and learn what to do in an emergency. For example, staff put up visual reminders, such as a red line of tape to alert children to the hot cooker in the kitchen when they take part in cookery activities. Children demonstrate their very clear understanding of how to keep safe. They tell staff, when asked what they would do if they saw a fire, 'stand back and ring 999 and ask for the fire engine to come'.

Staff promote children's health and physical development extremely well. Babies stretch and kick in soft, open spaces and use the low level soft play equipment to pull themselves up to standing and bounce. As children develop their mobility they climb in and out of the soft play ball pond in which they 'swim', kick and throw balls excitedly to one another. Staff provide exciting outdoor play areas for children of all ages. The baby gardens provide a sensory play area and small physical play equipment for them to develop

physical skills safely. Older children benefit greatly from being able to choose whether to play indoors or in the outdoor play areas. This enables children to play actively and in the fresh air in all weathers. As children develop, they learn the importance of good personal hygiene. For example, older children confidently explain they need to clean their teeth after meals because 'it keeps my teeth strong and shiny'.

Children enjoy very healthy and nutritious meals throughout the day that are prepared by a dedicated cook. Staff involve children of all ages in cookery activities, such as making fruit salads and baking homemade pizzas for the nursery tea. Younger children use their developing language skills to name the foods they eat and children identify healthy foods on their 'healthy eating' board. This helps children to develop a very good interest and understanding of healthy eating. Key persons attend to younger children's bottle feeding and individual sleep routines where possible. As a result, children eat well and settle happily at their rest times, promoting their good sense of well-being.

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

Management and staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have a very clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Management provides staff with regular training to ensure they remain vigilant regarding children's welfare and are aware of their responsibilities to protect children. Management implements robust vetting procedures to help ensure staff are suitable to work with children. They follow a comprehensive induction procedure to prepare staff well for their role. This helps them to meet children's needs consistently as a team. Staff implement clear policies, procedures and daily checklists, and continuously review the risk assessments. This further helps to help protect children.

Management meets frequently with all staff, both one-to-one and within teams. They observe staff practice by spending time in the playrooms, and encourage peer-on-peer and setting-on-setting observations. Management monitors the planning and assessments for each child to ensure any gaps in children's development are planned for. These systems help management to successfully monitor the impact of staff teaching practice on children's learning and helps to promote staff's development and growth within their roles and areas of responsibility.

Management and staff are all highly driven to maintain continuous improvements, and actively involve parents in the development of the nursery. For example, parents and visitors contribute their views through regular questionnaires and staff record their views and reflections in the unit self-evaluation books. Management collates this information in the self-evaluations form, which they update regularly throughout the year. This ensures on-going improvements are made which have a positive impact on the children attending. Management implemented actions plans following the last inspection to address and improve weaknesses successfully. This includes rigorous entry systems to monitor access

to the nursery and improved safety measures in the baby sleep room. As a result, all safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage continue to be met.

Staff establish effective partnerships with parents who they provide with a wealth of information about all aspects of the provision. Staff keep parents informed through face-to-face communication, notice boards, digital photograph displays, home diaries, newsletters and the website. Staff actively encourage parents to get involved and share their views. For example, parents attend the 'Friends of Little Gryphons' meetings each term and have trialled 'stay and play' sessions. This all helps to get parents involved in their children's learning and to make meaningful improvements to their children's provision. They state staff provide consistently good quality care, value children equally and work closely with parents to meet the needs of both their children and the family.

## 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

<b>Unique reference number</b>	EY454680
<b>Local authority</b>	Dorset
<b>Inspection number</b>	950122
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	87
<b>Name of provider</b>	The Gryphon School
<b>Date of previous inspection</b>	26/11/2013
<b>Telephone number</b>	01935810112

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## Type of provision

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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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