

Grosvenor Daycare Centre

Lord Street, Kearsley, BOLTON, Lancashire, BL4 8AR

Inspection date

Previous inspection date

11/04/2014

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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. Children make good progress in their learning and development.
- Leadership and management are strong. The management team are pro-active in ensuring that regular monitoring is in place, which supports targeted self-evaluative practice.
- Staff have a good understanding of safeguarding procedures. Staff attend regular training on safe guarding and child protection, in order to regularly review their practice.
- There are good parent partnerships in place and strong partnerships with other professionals. These partnerships support children's care and learning needs as carers regularly share information.

It is not yet outstanding because

- Children are not always given enough time to think about how to respond to questions that staff pose, which does not support children's communication and language development to the very optimum.
- Opportunities for children to consistently develop their independence skills at lunchtime are not yet embedded in practice.

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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the management team and a member of the trustee board throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Grosvenor Day Care Centre was registered in 2003 and is on the Early Years Register. It operates from Grosvenor Nursery School which is part of Lord Street and Grosvenor Children's Centre. The day care provision is run by the Local Education Authority. Children over the age of three years are integrated into the nursery school and the staff caring for these children work as part of the nursery school staff team. Children have access to eight playrooms with adjacent enclosed areas available for outdoor play. The provision serves the local area and is accessible to all children. The Day Care Centre employs seventeen members of childcare staff, all of whom have an appropriate early years qualification. Of these, one holds Early Years Professional Status, one holds an appropriate early years qualification at level 6 and fifteen members of staff hold an early years qualification at level 3. The Day Care Centre opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 94 children attending who are in the early years age group. The provision provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend practice when questioning children, by giving children enough time to think through their ideas and respond, in order to help children make the best possible progress in their learning

- extend opportunities for children to develop their independence skills at lunch time.

Inspection judgements

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

Staff fully understand the Early Years Foundation Stage and provide targeted activities which support children's developmental stage and enhance their learning. Staff undertake regular observations of children as they play which allows them to identify children's developmental needs and their next steps in learning. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities which challenge children. As a result, children gain the necessary skills, in readiness for school. Staff plan purposeful activities and place a strong emphasis on following the interests of children. This engages children in learning as their natural interests are being followed. For example, during outdoor play a child becomes inquisitive about a spider. Staff ask children questions about the spider and incorporate positional language as part of their discussion, such as 'climbing up the wall' and 'climbing down the fence'. The environment is well thought out to inspire and support children in active learning. For example, children play

in the 'builders yard' in the outdoor area. This involves children using shovels to transport small stones and bark, choosing natural resources from a log pile and exploring using real bricks as they play. Staff have extended this activity to encourage children to wear a hard hat before using this area. This allows children to build an awareness of safety. This area engages children extremely well and children comment 'you need this hard hat so you don't bang your head'. All children are engaged in learning and activities are differentiated according to age and stage of development. For example, younger children enjoy sensory play as they paint using their whole body while older children classify resources according to colour and size. As a result, children are making good progress.

Teaching and learning is good. Children are well supported by knowledgeable staff who understand the Early Years Foundation Stage. For example, children enthusiastically use a large mud kitchen in the outdoor area. Children are encouraged by staff to 'make cakes', think of different recipes, make dinner for friends and use a variety of tools with confidence. This activity engages children's interest, supports language through discussion and develops social skills as children play with their peers. In addition, it enhances children's physical skills as children stir and whisk with different tools. Children learn through problem solving activities which are incorporated throughout children's play. For example, a child notices a toy duck has been thrown through the fence. Staff pose different questions about how they can retrieve the duck. Children identify and use a variety of objects to retrieve the duck. This supports critical thinking and allows children to consider the concept of length. Phonic and literacy skills are supported in imaginative ways. For example, children use alphabet tubs which contain different resources starting with a different letter as they explore different letter sounds. Children explore early mark making in shaving foam. Mathematical understanding is supported through singing and using visual props which allow children to consider correct number sequences when counting. Staff verbally interact with children throughout all times of the day, asking questions, posing tasks and providing challenge for children. This promotes early language skills and sustained thinking. However, at times staff can be too eager to answer their own question and this does not leave enough time for children to consider and verbalise their own response.

Partnerships with parents are strong and staff place a high value on contributions from parents. For example, parents are encouraged to undertake observations of children at home. These are incorporated into children's development files and provide valuable information for staff to consider when planning activities. Communication methods between staff and parents are good and include diary books for babies, daily verbal feedback, newsletters, parents' evenings and a designated parents' board. Parents are involved in extending learning at home. For example, they have the opportunity to loan 'communication bags' which further support children's learning in the home. Parents are involved in children's assessment through contributing to baseline assessments, the progress check at age two and children's development files. Parents are very complimentary about the setting. For example, they comment 'I am really pleased with the settling-in sessions, my child is really happy when we pick them up'. While a card from a parent documents 'You always put me at ease and I know my child is in good hands when I leave'.

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

A comprehensive key-person system is in place. Children start at the centre on a gradual admission and are allocated a member of staff as they start. Children are observed over a period of six weeks, this allows staff to understand children's needs and develop a baseline assessment. If children have made an attachment to a different member of staff the key person is changed. This places children's needs at the heart of practice. Staff are positive role models and interact with children at their level. For example, staff sit with children as they eat lunch, role model how to use resources, sing with children and enthusiastically join in with children's play. Staff nurture children's care needs well. For example, younger children are quickly soothed if they become unsettled or seek reassurance. Positive behaviour is appropriately encouraged through role modelling, setting expectations and consistent praise. Children's developmental milestones and achievements are celebrated. For example children are praised as they use the bathroom independently for the first time. This develops children's confidence and self-esteem.

Risk management is good. There is a designated caretaker on site who undertakes risk assessments, ensures resources are fit for purpose and undertakes regular emergency evacuations. Annual risk assessments are in place for indoors, outdoors, trips and outings and are undertaken when the centre receives a new piece of equipment. In addition, staff undertake daily safety sweeps in their rooms, in order to identify and minimise hazards to children. Staff follow procedures which support safety. For example, a visitors book is in use, all visitors wear a visitors badge and staff are the only adults that can access internal doors through an electronic key fob system. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building and through discussion, such as being careful with cutlery at lunchtime. Children's independence is supported. For example, children are encouraged to access quality resources, initiate their own play and use the bathroom independently. However, opportunities to develop independence skills during lunchtime are limited as staff serve children with drinks and food rather than providing opportunity for children to do this for themselves.

Children learn about healthy lifestyles through daily access to the outdoor area and regular walks in the local environment. For example, children visit the library, local park and train station to observe trains as part of a focus on transport. Children take part in weekly music and movement sessions as they explore music and develop their physical skills. In addition, children also access weekly 'forest school' sessions. These are sessions which promote learning in the outdoors. For example, children read familiar stories and then re-enact events in the story in the outdoor area. Children climb trees, listen to the sounds of nature and toast marshmallows on a camp fire as they learn about the wider world. There is a designated cook who prepares fresh meals on the premises each day, catering for all dietary requirements. Staff support children's understanding of healthy lifestyles by discussing the benefits of eating a healthy diet. Supportive transitions are in place for children. As children move through the centre, staff meet to discuss children's needs and accompany children as they visit the next room to support their developmental stage. If children attend a second provider, such as a childminder, staff use a communication book so that all carers are aware of children's needs. As children move to

school, staff ensure that a transition document is completed and children's assessments records are shared with children's new carers. This information sharing allows children's needs to be well met so that children are emotionally prepared for change and the move to school.

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

Staff have a good knowledge of safeguarding practice and procedures. The management team are pro-active in ensuring staff have a high level of safeguarding awareness. For example, safeguarding practice is regularly reviewed at staff meetings and is a part of the induction procedures for new members of staff. Staff are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. The manager ensures that all staff receives child protection training. Staff supervise children well and consequently, children are suitably protected. For example, the centre keeps thorough records of accidents and attendance, which helps staff to protect children and promote their welfare. In addition, there is a secure password system in place which means that unauthorised adults are unable to collect children and there are strict procedures which forbid the use of mobile phones. There are effective processes for selection and safe recruitment of new staff. Staff are formally interviewed and then asked to undertake a 'working interview', this is where managers observe how new staff relate to children. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the centre. Staff are further supported through appraisals and supervisions. There is a peer monitoring system in place, which has until recently given managers the chance to provide feedback on staff performance. This is being extended so that staff can observe their peers, in order to identify and share good practice.

Staff have a detailed knowledge of how to support children in their learning and development. They role model how to use the resources, play with children at their level, provide a running commentary, pose challenges and initiate discussion with children which supports children's critical thinking. The manager and deputy manager work closely together and often work directly with children. This enables the management team to identify potential areas for development. The manager monitors practice and children's developmental files on a regular basis. For example, after staff have completed assessment grids of children's development, the manager collates data together in order to give staff an overview of how well children are achieving in their key group. This strategy ensures that any gaps in children's learning are quickly identified and addressed. Staff training needs are discussed at appraisals and supervisions. Recently, staff have attended training on supporting children's schemas, working with the under twos and risk assessment. The impact of staff attending training is that staff are able to reflect and refresh their knowledge, which further enhances children's learning.

There is purposeful self-evaluative practice in place and staff are pro-active in addressing any concerns. For example, tracking data identified that children were not accessing literacy activities as much as the previous term. Staff worked together and developed the environment. This provided interest for children and engaged them to become

independent active learners. There are targeted approaches in place which identify areas of strength and weakness. For example, action plans, feedback from local authority advisors, regular audits and staff meetings. These strategies reinforce good practice and show that staff have a positive attitude in enhancing their knowledge and the service provided by the centre. There are meaningful partnerships in place. For example, the centre works with providers from other settings and children centre staff. The manager attends regular local authority management network meetings. Staff are fully committed in further enhancing partnerships with parents, in order to ensure all aspects of children's individual care and developmental needs are comprehensively 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	EY273067
Local authority	Bolton
Inspection number	959633
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	94
Name of provider	Grosvenor Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01204 337343

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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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