

# Grange Road Nursery

Lonsdale Nursery, 130 Grange Road, HARTLEPOOL, Cleveland, TS26 8JJ

## Inspection date

09/06/2014

Previous inspection date

19/11/2009

## 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

- Staff provide children with a wide variety of interesting and stimulating activities. As a result, children make good progress in all areas of their learning and development.
- Children are happy and settled within the friendly and welcoming nursery environment. As a result, they are engaged within their play and show concentration throughout their learning.
- Staff form positive relationships with parents, which support children's individual needs, well-being and education, preparing them well for school.
- Staff fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.

### It is not yet outstanding because

- There is scope to extend opportunities for children to develop their early writing skills, particularly in the outdoor area.
- There is scope to further develop the use of open-ended questions to enhance the already good opportunities for children to develop their thinking 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities taking place in all of the nursery rooms, the dining room and the outdoor play areas.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.

## Inspector

Vivienne Dempsey

## Full report

### Information about the setting

Grange Road Nursery was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the park area of Hartlepool. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status and three with an early years Foundation Degree. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 53 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- maximise opportunities for children to develop their early writing skills in the outdoor area, for example, by providing a range of mark making resources that are easily accessible
- extend the use of effective questions, to develop children's thinking and learning, encouraging them to think about alternative ways of doing things.

## Inspection judgements

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

Staff have a good knowledge of child development and how to support children's learning. Observations of children's interests and stage of development are used to plan a wide range of activities. This ensures that children's individual needs are met and learning is tailored to meet their requirements. Effective assessment and record keeping means that children's progress is tracked regularly to ensure they are demonstrating typical development for their age. They share this information with parents, which helps them to support their child's learning at home. Staff also work closely with a range of external agencies seeking advice and guidance to support children's individual needs, including those with special educational needs and/or disabilities. Summaries of children's learning and the progress check for children aged between the ages of two and three years is shared with parents and relevant agencies. This enables staff to target support where gaps in learning become apparent and to close these gaps. This also helps to prepare children for their next stage of development and eventually school.

Babies enjoy exploring shaving foam. They have great fun using their fingers, cars and trucks to make marks. Older children enjoy exploring with paint and confidently talk about the marks they have made, 'look, it's me'. They also enjoy making marks in the sand in the garden. However, a range of mark making resources is not easily accessible in the outdoor areas at all times. This does not fully encourage children to develop their early writing skills in all areas of the nursery. Staff support children's communication and language skills very well. Staff model and babies and small children are encouraged to use basic sign language. For example, when saying hello or asking for a drink. Children with English as an additional language are supported, for example, basic words in both English and French are displayed around the play rooms. Parents also provide staff with key words, phrases and songs, this helps children to settle and helps to ensure they feel included.

Older children concentrate for long periods of time to construct complicated models from a wide range of boxes, lids and tubes. They carefully and skilfully use glue and sticky tape to create wheels on their trucks and make headphones for the 'driver to listen to music.' Staff recognise children's efforts and give them uninterrupted time to play and explore. They also ensure the models are 'safe' at lunch time so children can return to complete them. However, opportunities are missed to extend children's thinking and learning as staff do not always use effective questioning to encouraging them to think about alternative ways of doing things.

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

On starting at the nursery, staff collect a wide range of relevant information. This enables them to find out about each child's individual care needs, likes, dislikes and routines. Settling-in sessions are tailored to the individual needs of each child, to ensure they are fully settled and secure. In consultation with parents, staff ensure that home routines are followed as far as possible at the nursery. Warm and trusting relationships are built between staff and children; as a result, children form secure bonds and attachments. Children are happy and settled and feel emotionally secure and safe, which promotes their personal, social and emotional development.

An effective key person system is in place, which helps the children to form positive relationships and secure attachments. Parents spoken to at the time of inspection comment that staff are 'very friendly' and their 'children are making good progress' at the nursery. Transitions into the nursery, between rooms and for the next stage in their learning at school are effectively managed. Old and new key persons work closely to ensure the children are well prepared for change. This supports their emotional well-being and ensures they feel comfortable and self-assured. Children behave very well and know the behaviour that is expected of them. Staff are good role models and demonstrate to children how to share and play cooperatively.

Children are provided with a variety of healthy meals, which are prepared freshly on site by a nursery cook. Those who have special dietary requirements are safely managed and weaning babies are gradually introduced to a selection of new foods. As a result, children's good health is promoted by a balanced and nutritious menu. Children have access to a

variety of outdoor play equipment; they enjoy playing on ride-on toys, bikes and rockers. The outdoor area provides children with plenty of room for movement. Children have daily access to the outdoor area and have a wealth of opportunities to exercise, which helps them to learn about the importance of a healthy lifestyle. Children develop their growing understanding of keeping safe. They talk confidently about having to wear hats in the sun so they do not 'get burnt.' They also know to hold the handrail when going up or down the stairs so they 'don't fall.' Resources are organised well to ensure that children's independence is consistently promoted. Toys and equipment are stored in low-level boxes, which children access freely and with confidence. This results in children easily being able to make decisions about what they want to do.

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

Staff demonstrate a good understanding of their responsibilities to meet the safeguarding and welfare requirements. This is further supported as they attend relevant training to ensure the children are protected within the nursery. A good range of policies, procedures and risk assessments are successfully implemented to ensure a safe and secure environment for the children. Staff are deployed well within the nursery and supervise children effectively to maintain their safety. For example, ratios are maintained at all times and attendance records are accurate. Robust systems for recruitment, induction and vetting procedures are in place to ensure that staff are suitably trained, experienced and qualified. Staff's ongoing suitability is maintained by inductions, appraisals, training and observations of practice.

Partnership with parents is strong and staff work hard to build positive relationships. Good information is given to parents and they all know who their child's key person is. Key persons work hard to obtain comprehensive information about children and to work with parents to meet their individual needs. As a result, effective partnerships make a strong contribution towards meeting individual children's needs. Staff liaise with a wide range of agencies when necessary and work in close partnership with them. Good links exist with local schools, effectively supporting transitions for children moving up. Prospective teachers often visit the nursery before children move on, which ensures consistency and continuity of children's learning.

Staff performance is monitored through regular supervision meetings and they are supported in their professional development through opportunities to develop their knowledge and skills in order to enhance their practice and learning outcomes for children. The nursery has a clear and effective development plan in place, identifying priorities for improvement, including contributions from parents, children and local authority advisers. Since the last inspection, all weaknesses raised have been effectively addressed; for example, children now have good opportunities to move freely between the indoor and outdoor area so they can choose where to play. The management team consult with parents through questionnaires and a suggestion box, to understand their views and inform actions to improve. This demonstrates they value parents' views and are responsive to their users, in order to continually improve learning outcomes for children.

### **The Childcare Register**

The requirements for the compulsory 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	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>	EY394734
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	870885
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Grange Road Nursery School Ltd
<b>Date of previous inspection</b>	19/11/2009
<b>Telephone number</b>	01429278482

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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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