

Grafton House Nursery

Grafton House Prep School, 1 Warrington Street, ASHTON-UNDER-LYNE, Lancashire, OL6 6XB

Inspection date	12/06/2014
Previous inspection date	26/02/2014

The quality and standards of the early years provision	This inspection:	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

- Leadership and management is good. Regular audits, checks on progress, observations of teaching and swift improvement planning have helped to overcome previously identified weaknesses, safeguard children's welfare and strengthen the quality of the provision for children.
- The quality of teaching is good overall. Children are provided with many well planned, interesting experiences and opportunities for learning. By the time they leave the nursery children are keen, independent learners who have developed some strong foundations to support their future learning in school.
- Children's behaviour is good and is the result of high expectations and supportive relationships. A wide range of communication methods with parents also helps to ensure continuity in the way that individual children's behaviour is managed and their care and learning needs are met.

It is not yet outstanding because

- There is scope to improve teaching so it is consistently of the highest quality. Provision for babies is not always as strong as other groups of children and the teaching of letter sounds for children under three years is not delivered in the best possible way.
- Managers do not always make the best possible use of information gained from tracking children's development to enable them to securely demonstrate that all children make and sustain good or better progress, ensure that any gaps are closing rapidly, and to astutely target where more expert teaching would further enhance this.

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 observed activities in the Ducklings room, the Busy Bees room, the Robins room, the hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider and the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at a sample of the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Angela Rowley

Full report

Information about the setting

Grafton House Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large detached building in the Ashton-Under-Lyne area of Greater Manchester and is owned and managed by Ashton Preparatory School Ltd. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including two members of staff with Qualified Teacher Status. The setting opens Monday to Friday all year round and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently a total of 63 children on roll within the early years age range. The setting provides funded early education for two-, three- and four-year-old children. It also supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the use of progress data to more securely demonstrate that all children make good or better progress over a sustained period of time and that any gaps in progress are closing rapidly through the astute targeting of expert teaching
- develop teaching further so consistently providing babies with more challenging opportunities to practise their physical skills and by enhancing the ways that communication and language is developed with children under three years, particularly the teaching of the early aspects of letters and sounds.

Inspection judgements

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

Overall, the quality of teaching and the progress children make is good. In all three rooms of the nursery staff demonstrate a secure understanding of the systems used to identify children's learning needs, plan how to address them and monitor the progress they make. Using the nursery's 'Progress from the start' procedures, staff work with parents using a gradual admission process to identify children's needs and to assess what they can already do. This gives staff a clear starting point to enable them to understand children's learning priorities in order to continue their learning journey. Using their ongoing observations of what children can do, staff routinely tailor activities and routines and they plan how to support individual children's progress. For example, staff design and use an activity choice board to support children who need it, to make and follow through their own ideas and be less reliant on their peers. This effectively supports their personal, social and emotional

development. Staff regularly re-evaluate children's levels of attainment to check that children are progressing well. This careful tracking helps them identify when children need additional support and staff communicate well with parents to ensure children get the support they need. They are proactive in working with professionals and parents with children with special educational needs and/or disabilities, so they make the best progress. The key person system along with a range of communication methods, including individual daily hand-overs, home-link diaries, social media diaries, newsletters and texts supports tailored engagement with all parents and keeps them very well informed and involved in children's learning.

Children's activities cover all seven areas of learning and staff take great care to make the children's base rooms and the outdoor areas inviting and well-suited to the large majority of children's needs and interests. Staff use the well-planned continuous play provision to support children's independent thinking and learning. Children aged under two years enjoy exploring, they handle a range of natural objects and investigate their possibilities, such as the sound made by banging a metal pan and spoon. Staff provide babies with interlocking bricks, stacking cubes and a variety of toys which support their developing skills in manipulating objects. However, opportunities to develop their large physical movements are less well planned. Consequently, babies who are developing increased confidence in their physical skills test out their capabilities by climbing on furniture and need to be frequently re-directed to other activities. Two-year-old children enjoy exploring paint, they freely access painting opportunities. They use brushes at the easel and they are able to independently extend the way they use paint by making handprints on a paper-covered table. Staff make use of the outdoor environment to reinforce learning in different ways. For example, staff encourage children to find shapes in the playground. They match their circular shaped card to tree stumps, the tunnel entrance and the large pan lid. Staff capture the moment well and they spontaneously use children's interests to motivate further learning. For example, when children show interest in making sounds with the pan lid, they are encouraged to find other ways of making loud and quiet sounds. Children aged over three years are highly motivated to follow through their own ideas and thinking. They freely access paper, pencils and a range of early writing opportunities. The children who are ready, are well supported to practise their emergent writing in both independent play and in adult-led activities. They use pencils to draw and they follow through their own ideas. For example, they independently access scissors to cut around their picture. Because staff know them well they immediately know how to best support them, for example, they provide children who need them with left handed scissors. Children are intrigued and demonstrate persistence when they attempt to catch glitter from the coloured water which they use to pour, fill and empty containers. This shows that as they progress through the nursery, children are developing the characteristics of effective learning.

Children's communication and language development is mostly promoted securely, although not all staff use the very best methods to support children who are at risk of delay to make rapid gains in their progress. Staff working with babies effectively model simple words. They make sure they have eye contact before giving simple instructions and explanations, and they sing action songs in routine activities, such as nappy changing. They use children's interest in particular resources to promote the development of some early vocalisation skills. For example, they model and encourage babies to copy the

sounds made by the electronic farm animal toys. Staff working with two-year-old children make use of picture cue cards to support understanding, particularly with children who speak English as an additional language. Children enjoy music sessions and they join in with a repertoire of songs. By the time they are in pre-school room, children are confident communicators who listen well, think, comment and ask questions to understand. Here staff make the best use of their higher level qualifications and expertise. Children readily engage in group carpet-time sessions during which staff skilfully comment, recast words and phrases and question children to develop their listening and understanding. When reading stories they encourage children to use the illustrations as story cues, they introduce pauses to encourage children to complete a rhyming string and ask 'what do you think might happen next?' As a result, children sit and listen with interest and they enthusiastically comment and demonstrate their understanding. Staff working with the children over three years extend children's listening and speaking by using recognised phonics teaching strategies. As a result, children develop an early understanding of letter sounds, which gives them a secure foundation for future reading. However, the teaching of letters and sounds is not consistently well delivered. For example, two-year-old children are encouraged to recognise the initial letters of their names as opposed to the sounds they make which carries less meaning. Therefore, there is scope to share the expertise of teaching staff, particularly in promoting listening, speaking and early literacy to enable the very best methods to be more consistently used. Overall, children make good progress and achieve well. By the time that children move to primary school, they are well prepared for the next stage of their education.

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

The key person system, after undergoing some change, is now secure. The consistency of the staff team is stronger and provides maximum benefit to children and their families, as both develop positive relationships with not only the key person and buddy but also the wider staff team. Parents comment that they find all staff extremely friendly and supportive. They comment on the 'family feel' and that they trust the nursery 'implicitly'. This is typically commented on when children have additional needs, such as in relation to their health. Parents also acknowledge staffs' efforts in linking with other professionals. This is because staff fully understand the importance of good information sharing to fully promote children's well-being. Relationships are developed right from the start when relevant and meaningful information is discussed to provide individual children with a tailored package of care. As a result, staff fully understand children's individual needs. A flexible admission process puts children at the heart of planning. This level of care continues when staff effectively support both children and parents as they move to new rooms. This approach supports children's emotional well-being and provides a smooth start and seamless progression through the nursery on their journey towards school.

Staff build warm and friendly relationships with children. As a result, children settle well and enter the nursery confidently each day. Staff know them well and tailor their support. For example, staff working with two-year-old children make sure they offer additional support to children who are experiencing a music session for the first time. This helps the children feel safe so they develop the necessary confidence to join in and have a go.

Children enjoy staff's attention and involvement in their play. This shared interest extends the possibilities for further learning. All children explore their learning environments, both indoors and outdoors, with confidence.

Staff successfully inspire good attitudes to learning. Children look forward to their activities and engage well because they are interested and motivated. In the main, they are well supported to understand what is expected of them. Staff use consistent routines and as a result, two-year-old children immediately stop what they are doing when they hear the sound of the tambourine. They 'twinkle' their fingers and understand that this is the start of tidy-up time. Expectations of children's behaviour are high. Mostly, staff use highly positive strategies which boost children's confidence and inspire them to be a 'superstar' or to reinforce 'good sitting'. Tailored reward systems are also used for some children to ensure the practices to manage their behaviour are consistent with those used at home. In the over three-year-old room staff use carpet time as a good opportunity to reinforce children's already clear understanding of expected codes of behaviour before activities begin. As a result, children behave very well. They know how to use equipment safely, for example, they comment how they need to be careful with scissors. They line up responsibly to go outside to play, sit still at carpet time and wait for their turn to access the salad bar at lunch time. Mealtimes are a positive social occasion where the development of children's self-care skills is very well supported. Three-year-old children eat their lunch in the school hall alongside pupils of the school. They are well supported to serve themselves at the salad bar. Children enjoy the interaction with older children who act as buddies to support their lunchtime experiences and to add fun to their outside play after lunch. Consequently, children are well prepared for their future move to school.

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

When the nursery was previously inspected it was judged to be inadequate. Subsequently, the nursery received a monitoring inspection where it was found that the nursery had taken prompt and effective action to ensure that the Statutory requirements of the Early Years Foundation Stage were being met. Since the last inspection, leaders and managers have audited and added more rigour into their organisation and the monitoring of the quality of the provision. They demonstrate a strong drive to deliver quality provision and they have worked effectively with the local authority to improve. The provision is safely organised. For example, the building is very secure, a fingerprint recognition entrance system is monitored by staff and internal entrance doors are also key-coded. Safeguarding procedures are highly visible throughout the nursery, and as a result, staff understand the steps to follow should they have a concern about a child or a colleague. This includes taking prompt action to find out about children's existing minor injuries when they arrive at nursery. Staff work with other professionals to support families who need it most, including regular participation in information sharing meetings. Recruitment and selection procedures ensure that all those working with children are suitable to undertake their role. This has been improved by making sure that leaders undertake Disclosure and Barring Service checks on all new staff before they start work at the nursery. This helps to prevent any possibility of unchecked adults having unsupervised contact with children. The safe

management of the provision has also been improved by implementing more robust registration systems. Staff now sign children in as they arrive and depart and the manager completes a master register at different points throughout the day. As a result, staff are clear how many children they are responsible for at any given time.

Monitoring through observing teaching and through appraisal helps staff reflect on the quality of their own practice and to receive coaching, which supports them in this process. Since the last inspection, leaders and managers have re-evaluated the organisation of some of the provision for children's care and learning. Staff skills have been appraised, which has led to some changes in deployment. In-service training sessions, meetings and information sharing opportunities has led to an improvement in their understanding of more effective ways to assess and plan for children's learning and development right from the start. Tracking children's progress from their starting points, helps the staff and managers monitor and identify children needing additional support. As yet, however, managers are not making the very best use of the information from tracking progress to help them securely identify if there are any groups of children not making as much progress as others, and to help them more swiftly and astutely target areas for professional development. The programme of professional development is not yet targeted at enabling all staff across the setting to develop their levels of expertise, which is needed to deliver and sustain the highest levels of teaching practice. Through regular checks managers monitor the educational programme. Outdoor learning opportunities have been enhanced and time-tabled provision ensures that all children have access to outside play every day.

The nursery works closely with the local authority and uses their advice and guidance to good effect. The nursery is also working with other settings to share ideas and consider best practice. This broader awareness of quality is driving reflection and planning for improvement well. Partnerships with parents are promoted strongly and are a key strength. They are very well informed about how the setting operates, the progress their children make and ways in which they can support further learning at home. For the children that need it most, specifically tailored packages of support promote strong consistency between the nursery and home. Parents are regularly asked for their feedback on the provision and a parents voice representative contributes to the nursery's annual general meeting. As a result of this broader insight and using the views of others, self-evaluation presents a clear view of the nursery's strengths and relevant areas for further development. This demonstrates that leaders and managers have a clear capacity to continue to improve the provision for children.

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	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	EY380389
Local authority	Tameside
Inspection number	974371
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	63
Name of provider	Ashton Prep School Limited
Date of previous inspection	26/02/2014
Telephone number	0161 343 3015

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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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