

The Grange Nursery

The Grange, Doctors Lane, CASTLEFORD, West Yorkshire, WF10 2HJ

Inspection date

23/06/2014

Previous inspection date

06/12/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Staff are unaware of which professionals to contact for advice and support if they have a safeguarding concern about a child. In addition, risks in the setting are not always effectively minimised. Consequently, children are not effectively protected from harm.
- Babies' progress in their learning and development is not well supported because staff are not prompt in obtaining their information about their stage of development in order to plan their next steps effectively.
- Staff are not adequately monitored and supported by the manager. This is because there are no regular individual meetings in place to discuss any concerns, children's progress or set professional targets for staff to drive improvement.
- The setting is not effectively managed because the manager does not keep documentation up to date or available for inspection.
- Older children's independence is not fully supported, because staff do not use everyday activities, such as mealtimes, to further promote children's learning.

It has the following strengths

- Staff engage well with parents on a daily basis and take their views seriously. As a result, partnerships with parents are very positive.
- Children's physical abilities are developing well because staff provide a wide range of opportunities for children to practise balancing and encourage them to take small calculated risks in their play.

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 children in the three base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the provider, staff, three parents and the children.
- A range of documents were reviewed, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, appraisals, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day and responses from parent questionnaires.

Inspector

Laura Hoyland

Full report

Information about the setting

The Grange Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in Allerton Bywater, West Yorkshire and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs six members of childcare staff, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide support, advice and guidance to all staff in order for them to understand how to protect children from harm and where to obtain advice and support from external professionals
- identify and minimise risks effectively in order to keep children safe from harm, with specific regard to prohibiting children from accessing the kitchen
- obtain information in a timely fashion from parents of babies in order to gather their starting points on entry and use this information to plan activities to support children's next steps, to progress their learning
- conduct regular supervisions with all staff in order to discuss children's progress and to improve staff's personal effectiveness by setting appropriate targets for improvement
- conduct staff appraisals to identify staff's training needs and support their professional development
- maintain recruitment records for all staff and ensure they are available to share with Ofsted, to ensure that children are safeguarded.

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

- improve the use of everyday activities to further promote children's growing independence by, for example, providing them with a knife to cut their food and encouraging them to pour their own drinks.

Inspection judgements

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

Children are making suitable progress in their learning and development because staff know children's interests and how they like to learn. Regular assessments of children's development are in place. However, staff do not promptly gather information from parents of babies who are starting in the setting. In some cases, children who have been attending the setting for a number of months have not had a baseline assessment. This means staff are unable to accurately plan activities that are specific to the youngest children's emerging needs to ensure they make good progress in their learning and development. Older children are progressing well and are supported to be ready for

school. Information about each child is shared with teachers and staff understand the importance of children being adequately prepared for their move to school.

Staff provide a suitable range of activities and learning opportunities for children. Babies have access to heuristic resources and enjoy making noises with everyday items, such as keys and tins. During this particular activity they show good levels of exploratory skills as they fill boxes and empty them for sustained periods of time. Older children concentrate as they paint pictures, play board games and play together as they feed the staff pretend boiled eggs. Children use their imaginations well and show enthusiasm as they play imaginatively with their peers. Group times provide opportunities for children to make choices as they choose the songs they would like to sing and volunteer their ideas. Staff use finger puppets during group time, to engage children further and keep them motivated to learn. Outdoor play is a highlight of the day as children of all ages play together and busily engage in a wide range of opportunities. Older children support babies to learn new skills. For instance, they show the babies how to make marks on the ground with water and paint rollers and are patient with babies who do not share the tools. Staff teach children that babies learn through copying the older children's actions. Therefore, children are learning that role modelling positive behaviour is important.

Children's development records are readily available for parents to access and, as a result of a recent parent questionnaire, staff have worked hard to share children's progress with parents. Parents know who their child's key person is and that they can talk to them at any time. Regular parent consultation sessions are held and staff gain information about what children have been learning at home. As a result, children's learning is complemented well between home and the setting.

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

Children are settled and happy in the setting. They have made strong attachments to the staff and have created firm friendships with their peers. Staff attend to their care routines well and document these for parents by using a daily diary system. Each child is assigned a key person who knows their routines, dietary requirements and medical information well. However, children are cared for with a false sense of security because staff have a weak knowledge and understanding of the professionals to contact if they are worried about a child's well-being. Consequently, children are not effectively protected from harm.

Children behave very well, they share resources, listen to instructions and demonstrate a shared responsibility for caring for each other. Staff very rarely have to remind children of the rules and boundaries because they understand the behaviour expected of them. As children behave so well, staff encourage them to take small calculated risks in their play. For instance, bicycles with two wheels are available for older children to practise riding on. Children know where they must ride these in order to keep themselves and others safe. Many children have mastered the skills of balancing and riding the bicycles and are developing their physical skills very well.

Children enjoy nutritious and balanced meals provided by the setting. Menus are regularly changed and children thoroughly enjoy the home cooked food. All children in the setting

sit together for meals and staff sit close to support them. At lunchtime, one older child is responsible for serving the food for younger children and pre-school children serve themselves. This means children are gaining some independence skills. However, opportunities to extend these skills in every day routines are not seized upon. For example, children do not pour their own drinks or use the appropriate cutlery to fully support their independence. In addition, children are only provided with forks to eat a meat and vegetable dinner, resulting in them struggling to eat larger pieces of food without the support of staff. This means their independence at mealtimes is not promoted. Children are kept very well hydrated during the hot weather as staff ensure drinks are always available. In addition, sun cream and sun hats are provided for children, to keep them safe from the sun when enjoying the warm weather outside.

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

The provider and staff have a limited understanding of their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Staff are not effectively safeguarding children because they do not have sufficient knowledge and understanding of who to contact outside the setting if they are worried about a child's welfare. Staff do have a basic understanding of the different types of abuse and know who the setting's safeguarding officer is. However, they have little understanding of what to do in the absence of the designated lead for safeguarding. Risks in the setting are not effectively minimised. For example, children arriving at lunchtime are dropped off at the kitchen door and taken by staff through the kitchen to their room. This contravenes the setting's risk assessment procedure and puts children at risk, as there are knives and chemicals on the kitchen sides, which children can access. The premises are kept secure to avoid anyone without permission entering them and all staff are vetted to ensure they are suitable to work with children. Although, the provider stated, that application forms are completed and references taken up, these documents could not be located for the inspection. This demonstrates a weakness in leadership and management and hinders the effective and smooth running of the setting. These are breaches to the requirements of the Early Years Foundation Stage and a failure to meet requirements of both parts of the Childcare Register.

The provider is also the manager of the setting and she is on site each day. This is because she is the room leader for the pre-school room, manages the staff and cooks all the meals in the setting. Due to the numerous roles the provider has taken on, the leadership and management of the setting is weak. Although the planning is checked weekly and staff know they can always ask for help and support, supervision meetings and appraisals are not routinely conducted. This means that opportunities are not in place to discuss any concerns staff have about individual children's progress. Consequently, the provider has failed to notice babies' starting points on entry are not promptly obtained in order to fully support their learning. In addition, the lack of appraisals and supervisions means that staff have not discussed their training needs or had these effectively identified to support their continued professional development. Additionally, targets to support staff to improve and move their practice forward have not been set. This means staff are not effectively led and managed to consistently develop their practice.

Partnerships with other professionals have been well established by the provider. She works very closely with the local authority advisers and has a positive attitude to reflection and change. The provider wants to improve her provision and is willing to seek advice and support from other professionals. Relationships with the local children's centre staff are in place and, when required, the provider knows where to access support to help children to make progress in their learning and development. Furthermore, parents are very complimentary about the staff and the setting. Many parents have had several children who have attended, and, speak highly of the staff and how much their children enjoy attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY336986
Local authority	Leeds
Inspection number	878170
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	42
Name of provider	Annette Marie Jabin
Date of previous inspection	06/12/2010
Telephone number	01977 519682

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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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Piccadilly Gate
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