

# Granville Plus Nursery School

Granville Road, London, NW6 5RA

## Inspection date

Previous inspection date

29/09/2014

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 put the individual needs of children at the centre of all they do. This means that staff promote children's well-being effectively and children are happy.
- The leadership and management have put in place robust systems to monitor and develop planning, assessment and teaching. Therefore teaching is consistently good and all children make good progress in their learning.
- The nursery is an interesting and stimulating environment both inside and outside. Staff encourage children to explore and as a result children are motivated, engaged and enjoy their time at the nursery.
- There are strong partnerships with parents. Information sharing supports children's development and parents are pleased with the progress their children make.

### It is not yet outstanding because

- Some staff do not always notice when some children do not understand or join in with the routine at change over times.

## 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 children, and staff interactions with them, in the inside and outside areas
- The inspector spoke with children, parents and staff.
- The inspector held meetings with leaders and managers.
- The inspector sampled a range of policies and documents, including children's learning records and staff's vetting checks.

## Inspector

Naomi Hillman

## Full report

### Information about the setting

Granville Plus Nursery School registered in 2005. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The maintained nursery and the provision for children under the age of three is run by the governing body of Granville Plus nursery school. It is located in Kilburn in the London Borough of Brent and is open Monday to Friday, 48 weeks a year from 8am until 6pm. The building is partly a purpose built extension and partly a refurbished two storey property. Children can move freely between three interconnected rooms and a secure outdoor play space. Children under three also visit the classrooms for the three to five year olds.

The school provides a range of services to children and families living in the local area. These include before and after school care, baby and toddler groups and parent workshops.

There are currently 80 children on roll in the early years age range. Children attend for a variety of sessions. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The setting employs 27 staff, 21 of whom hold appropriate early years qualifications and six members of staff hold teaching qualifications.

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

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

- ensure that all staff are able to support children, particularly with regard to joining in during change over periods in the day, such as tidy up times.

### Inspection judgements

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

Children come into the nursery confidently, they clearly understand the morning routine and feel happy in the environment. They hang up their coats and bags and begin to play with the toys. Even the youngest children, including those who are not yet talking, are able to make their needs known and encouraged to explore and play. This is due to key person's focus on, and engagement with, the children. For example key persons responded to a young child leaning and pointing towards the door by asking if she wanted to go to the garden. The child responded by leaning and pointing again and the key person helped her walk into the garden and followed her lead towards the sand pit. This level of engagement by key persons means that all children are able to express their individual preferences and take part in the wide range of activities on offer.

The nursery is open plan and children are free to move between the baby, toddler and nursery rooms. All children have free access to the shared outside space. This gives children the opportunity to investigate a wide range of learning environments, equipment and toys. In addition, daily planned activities ensure that children are provided with interesting and challenging experiences that meet their needs and cover the seven areas of learning. Consequently children are active learners who spend their time at nursery focused in their play.

Staff show a strong understanding of how young children learn and develop. They take every opportunity throughout the day to extend children's learning and support their thinking and problem solving skills. For instance, staff helped children to think through different solutions to reach hula hoops that were under other equipment. At lunch time staff teach number skills, for example, they prompted the children to think about how many portions the pudding needed to be divided into. This well developed use of every opportunity as a learning experience means that teaching is consistently good. As a result children are developing the key skills to move on successfully to school or the next stage of their learning.

Practitioners have high expectations of all children. They observe children regularly to ensure they have a precise understanding of their current stage of development and their individual interests. Key persons use this information to inform planning for the wider environment and for focused activities with individual or small groups of children. Therefore, key persons provide all children with suitably challenging activities to support the next steps in their learning. As a result, all children are generally working comfortably within the typical range of development expected for their age. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently over time and the gap is closing.

All staff have attended beginners Makaton training and are able to use basic signing to support children's understanding. Some staff have attended training in the 'Every child a talker' programme. This type of communication focused training means that all staff encourage children's language and communication skills effectively. They show a good understanding of how to support emerging speech in babies and extend sentences and develop vocabulary in speaking children. Therefore children, including those who are learning English as an additional language, are developing the communication and language skills they will need when they go onto school.

The key persons build good relationships with parents. They seek the parents' views about how they would like their child to be cared for and what they would like their child to learn. As children join the nursery, key persons help parents to contribute to the initial assessment of children's current stages of learning and development. Parents report that their children are making good progress and they feel well informed about their child's learning. The good information sharing between key persons and parents means that all practitioners use effective, targeted strategies and interventions to support children's learning and development needs.

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

A well established, individualised settling-in process for new children, depending on their ages and needs, supports all children to form secure attachments with staff. This promotes children's well-being and, once settled into the nursery, children are independent and enjoy exploring the environment.

Staff are good role models. They speak kindly and politely. Children behave well as all staff have consistent and clear expectations of them. Staff explain these expectations to children calmly and simply and with words and actions. All staff support children to resolve minor conflicts by helping them understand the other child's point of view and to use words to express their feelings and needs. For example, when a child takes a car from another child the staff encourage both children to find a solution. With support, the child is able to return the car to the original user and the children continue to play together happily. Staff also encourage children to develop an understanding of how to manage risks. This means that children play safely together and are learning to respect each other. They are developing good levels of self-confidence and good social skills.

All staff have a secure understanding of the processes to follow in the event of concerns about the safety or well-being of a child. Staff review policies regularly in team meetings. This ensures that they understand and implement them effectively to promote children's well-being and safety. Managers and staff work in partnership with parents to manage children's health, dietary and medical needs. Children have ongoing access to the outside area where they can take part in physical exercise and enjoy the fresh air. Staff give clear messages to children about the importance of a healthy diet and lifestyle.

Staff ensure children have time to learn skills, such as putting on their coats and shoes, talking them through the processes rather than jumping in and taking over. As a result children are developing good independence skills.

The nursery is a bright, welcoming and well-resourced environment both inside and out. Children are able to move freely throughout the nursery rooms and select easily accessible toys and resources to lead their own learning. Staff are deployed effectively throughout, following the flow of children and responding to their chosen area of play. For example, when one of the younger children uses the wood work bench, a member of staff stays close to him, at times showing him how to use the tools safely and offering smaller pliers that are easier for him to grip. In this way staff ensure that children benefit from a highly stimulating and challenging learning environment while closely supervising them and keeping them safe. However, on occasions, during the changes in the day such as tidy up time, staff focus on the clearing up process. This means that a few children, who are not so confident about the daily routine, become disengaged. However, these periods are brief so do not have a significant impact on children's learning or enjoyment.

Children are emotionally well prepared for their moves between groups and onto school. Key persons help children get to know their new rooms and the staff in them. Due to the open plan layout of the building children can move gradually between the new and the old reassuring spaces and adults, until they are confident. Staff take children to visit the local

schools that they will attend and teachers are invited into the nursery to meet the children, to build children's confidence further.

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

The leadership and management is good because every decision is approached with the needs and rights of the children at the forefront. Leaders and managers have a secure understanding of the way children learn and the seven areas of learning. They use this knowledge to ensure that the education programme provides a wide range of experiences that are accessible to all children. This ensures that children make good progress towards the early learning goals.

The leaders and managers have a secure understanding of the legal requirements of the Early Years Foundation Stage. They ensure that the safeguarding, welfare and learning and development requirements are fully met. All staff are vetted to work with children and staff recruitment, induction and supervision have a strong focus on safeguarding and child protection. Regular training and reviews of safeguarding processes mean all staff are confident to promote children's safety and well-being effectively.

The managers have put in place very effective systems for monitoring planning and assessment. Staff complete regular reviews of children's individual skills and abilities to make sure they make good progress. They use this information to identify any staff training needs and ensure that any appropriate interventions are put in place to narrow any gaps in children's learning. Leaders and managers are able to demonstrate that all children are making progress and, over time, gaps are closing.

The leaders and managers understand that skilled staff have a positive impact on children's learning outcomes. A sound system of recruiting suitable staff is in place. In addition, staff are observed and supervised well and engaged in ongoing professional development. They constantly reflect on and build their knowledge, understanding and practice. Managers tackle any weakness in practice swiftly, which means that overall staff practice is consistently good.

There is a strong drive for constant improvement. Managers have an effective development plan in place to identify weaknesses and improve practice over time. Leaders and managers have focused systems to seek out the views of parents and children to inform development plans. The managers use the support from their local authority advisor to ensure their self-evaluation is accurate.

Leaders and managers have good relationships with parents and outside agencies. They use these to ensure they have a clear understanding of children's individual needs and to seek out suitable interventions. This makes sure all children are receiving the support they need to make progress in their learning and development.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY310088
<b>Local authority</b>	Brent
<b>Inspection number</b>	984909
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	41
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Granville Plus Childrens Centre Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0207 604 4620

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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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