

Granta Park Day Nursery

Granta Park, Great Abington, CAMBRIDGE, Cambridgeshire, CB21 6GP

Inspection date	14/10/2014
Previous inspection date	30/01/2014

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 carry out regular observations of children's learning and use this information to plan for individual children's next steps. Consequently, children's strengths and areas for development are quickly addressed and they make good progress.
- The quality of interactions from staff is good as they consistently model language, give explanations and provide children with running narratives. As a result, children are provided with a language-rich environment, which promotes their own language development.
- Safeguarding procedures are robust. In particular, there are good recruitment processes in place that ensure the suitability of staff to work with young children.
- Partnership with parents is effective. Parents are offered a range of opportunities to learn about their children's development and how to support this at home. Consequently, staff and parents have a shared understanding of how to promote children's good outcomes.

It is not yet outstanding because

- Staff do not consistently plan activities that fully extend children's skills in creative and critical thinking.
- The ongoing good work in reviewing and updating resources has not yet been completed across all areas of the nursery.

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 indoor and outdoor areas.
- The inspector spoke to children, staff and parents as appropriate during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager, the Quality and Complaints Adviser and the nursery chain's nominated person.
- The inspector looked at children's assessment records, planning, progress tracking data and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the manager's evidence of self-evaluation.

Inspector

Anne Bell

Full report

Information about the setting

Granta Park Day Nursery is one of nine nurseries owned by Sunhill Daycare (Europe) Limited and was registered in 2001. It operates from purpose-built premises on a science park near Great Abington, Cambridgeshire and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday, from 7.30am until 6.30pm, for 51 weeks of the year, excluding bank holidays. Children attend for a variety of sessions. There are currently 61 children on roll, all of whom are in the early years age group. The nursery provides funded early education places for 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. The nursery employs 17 members of childcare staff, six of whom hold an appropriate qualification at level 3. Two members of staff hold qualifications at level 5 and one has Qualified Teacher Status. The nursery also employs catering staff, a gardener and a cleaner. The nursery is a member of the National Providers Scheme.

What the setting needs to do to improve further

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

- extend the opportunities for children to think critically and creatively during adult-led and child-initiated activities

- complete the review and updating of the provision of equipment and resources, so that the high quality learning environment is maintained across all areas of the nursery.

Inspection judgements

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

The quality of teaching is good. Staff across the nursery skilfully use open-ended questioning to support and extend children's learning and development. Staff working with the youngest children model language well, reflecting back children's utterances and providing running narratives. Staff working with older children encourage them to use increasingly complex sentences to talk about that they have learned. As a result, children of all ages make good progress with their language and communication skills. As soon as children start attending the nursery, staff carry out regular observations of their development and achievements. They cross-reference children's achievements with their stages of development, so that any strengths or areas of need can be identified swiftly. This information is then used to plan for children's next steps in learning. This good planning of suitable activities and experiences means that children are busy and engaged in their learning and make good progress across all areas. Children with special

educational needs are supported well. Their needs are identified and prompt action is taken to provide additional support, when appropriate. Consequently, they make good progress from their starting points. Practitioners complete the progress check for children between the ages of two and three years and share a written summary with parents to enable them to support children's developing skills at home. Children who are learning English as an additional language are also well supported, with staff learning key words in the child's home language. This promotes children's understanding and shows families that their home languages are valued.

There is a generally good range of equipment and resources. Each age group has its dedicated room, with age-appropriate furnishings and toys. Each group of children also has access to their own outdoor area, which means that children can engage in outdoor play at a level that is safe and appropriate for their stage of development. Staff have gradually been updating the environment and its equipment. However, this programme of improvement is not yet complete to make sure that children in each room have access to an even more stimulating learning environment, both indoors and outdoors. There are attractive displays in each of the rooms. In the baby and toddler rooms, these include descriptions of children's achievements in the past month, while in the pre-school rooms; displays celebrate the work the children have been doing. This shows children that their achievements are valued and informs parents of what their children have been learning. Across the nursery, staff are supportive of children's learning. However, at times they are inconsistent in planning activities that fully maximise children's skills in creative and critical thinking.

Children actively explore their environment, both indoors and outdoors. Staff skilfully support babies and youngest children to engage in exploring their senses and their physical skills, moving the train around its track, using the paints and squeezing sand through their fingers. Toddlers delight in putting their waterproof boots on to splash in the water outdoors. Staff use the opportunity to develop children's understanding of mathematical language by talking about big splashes and small splashes. This supports children to learn new concepts in a fun, practical way. Younger children take a walk in the woodland area of the garden, excitedly collecting pinecones, leaves and feathers in their buckets and talking about the pictures they will make with them. Staff teach about the changing seasons as they point out falling leaves and changes in the colours of the trees. This promotes children's curiosity and understanding of the natural world around them. Before they return indoors, children sit in a circle on logs and join in enthusiastically with action songs and familiar stories. This promotes their listening skills and their participation in group activities, both of which are good preparation for further learning. Older children learn about planets and space as they make models with newspaper and glue. They mix various substances together in the science area to see how materials change when water is added. Staff teach children to count, to recognise numbers, to hold a pencil correctly and to recognise the letters in the names. This teaching of basic concepts and skills means that children are prepared well for the move to school. Parents are kept well-informed about their children's learning. Staff organise regular parents' evenings and share summaries of children's learning. Newsletters and email communications explain to parents what the children are learning and how parents can support this learning at home. As a result, parents and staff have a shared understanding of how young children learn and they work together to promote good outcomes for children.

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

Staff demonstrate warm, caring relationships with children. The key-person system is effective. Key persons know their children extremely well and put in place activities and experiences that are tailored to individual needs. A good settling-in procedure means that children are familiar with the nursery and their key person before they start. At this time, detailed information is gathered from parents, regarding children's interests and care needs, including any dietary or medical issues. As a result, children's emotional needs are met and children settle quickly. Children are clearly happy to be at nursery. They are confident and bubbly and chat companionably to visitors. Staff display a consistent approach towards children's behaviour, explaining the impact that their actions may have on other children's feelings. They remind children to use kind hands, indoor voices and walking feet. Consequently, children's behaviour is good and the environment is calm and orderly. There is effective daily communication regarding children's care needs. This ensures that children's well-being is promoted and that any information regarding their welfare is promptly shared with those involved in their care.

Staff provide children with nutritious meals that are cooked on site. A menu for each meal is displayed, so that parents can see what is being offered. Individual placemats for each child alert staff to any allergies that a child may have. This promotes children's safety and well-being. Healthy snacks, together with the choice of milk or water, are provided throughout the day. Children use forks and spoons competently to feed themselves and use knives to chop their own fruit. They pour their own drinks and clear away after meals, washing up their plates carefully. This supports the development of their independence and is a good preparation for school. Children have access to fresh air and exercise daily, as they play in their own areas of the large garden. There are good procedures in place with regard to administering medication. Medicines are named and stored out of reach and may only be administered by the managers. Written records are kept and signed by staff and parents. This effectively promotes children's health and safety. Daily risk assessments are carried out, both indoors and outdoors. Children participate with staff to check that the outdoor area is safe to use each day. This encourages children to think about keeping safe and managing their own risks. Children learn about good hygiene practices as they wash their hands before meals and after using the toilet.

Staff support children well when it is time for them to move rooms within the nursery. Children visit their new rooms with their key person for short periods, to become accustomed to the new environment and the new staff. Staff complete transition sheets and share them with parents. Staff also ensure that parents meet the new key person and are fully informed about any new routines. When children are ready to move on to school, teachers from the new schools are welcomed to visit them in their nursery setting. Records of children's achievements are passed on promptly to prospective schools, so that teachers are fully informed about children's learning and needs. At this time, nursery staff encourage children to talk about their feelings as they prepare to move to school. This

provides emotional reassurance for children and promotes their wellbeing at a time of change.

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

The manager and her staff demonstrate a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have received safeguarding training and can describe the procedures to follow in the event of a safeguarding or welfare concern. The nursery follows robust recruitment procedures to ensure that all staff working with children are suitable to do so. This includes a comprehensive interview and selection procedure, together with the taking up of references and obtaining Disclosure and Barring Service checks. As a result, children's welfare is promoted. Staff follow effective practices to keep children safe. Controlled entry to the premises, and a signing-in system, help to ensure that children's security is maintained appropriately. All staff have completed paediatric first-aid training. This means that children are treated promptly in the event of an accident.

There is good monitoring of teaching and learning. Key persons, room leaders and managers have clearly defined roles and responsibilities in reviewing the progress that children are making. This ensures that children's strengths and areas for development are monitored and prompt action is taken to meet any identified need. As a result, the good progress of children is assured. Since the previous inspection, when the nursery was judged as requiring improvement, a comprehensive induction programme for new staff has been implemented. This ensures that they are quickly aware of their responsibilities towards children. Together with ongoing supervision and training for all staff, staff are well-motivated and committed to providing a good quality service for children and their families. Managers have also put in place regular staff training that includes safeguarding, behaviour management and a greater understanding of how young children learn. As a result, teaching across the nursery is now consistently good. This includes effective use of the outdoor area and an ongoing programme of reviewing and updating resources.

There are good self-evaluation procedures in place. The views of staff, parents and children, are regularly collated and actions plans are drawn up to address any areas for improvement. There is a good partnership in place with the local authority so that any additional support for children, or training for staff, is provided promptly. Parents are appreciative of the service the nursery provides. Those spoken to on the day of inspection praised the quality of care and attention that they and their children, receive from the friendly, supportive staff.

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. 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

Unique reference number	259680
Local authority	Cambridgeshire
Inspection number	965228
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	61
Name of provider	Sunhill Daycare (Europe) Limited
Date of previous inspection	30/01/2014
Telephone number	01223 471010

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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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