

The Grange Nursery

Ankerage Green, Warndon, Worcester, Worcestershire, WR4 0DZ

Inspection date	28/11/2014
Previous inspection date	31/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children's progress is effectively supported by the high quality teaching used by all staff.
- Warm, nurturing relationships with staff give children the confidence to play and explore their environments and become active learners.
- Partnerships with parents are actively promoted, enabling parents to feel well supported in promoting their children's development.
- The managers closely monitor practice and use the support of other professionals to ensure they are meeting children's individual needs.
- Children's safety is well supported through careful supervision, well-used policies and procedures and a wide range of daily and ongoing checks.

It is not yet outstanding because

- Children's ability to make healthy choices is not fully supported at snack time, with regards to the drink they are offered.
- There are opportunities to enhance children's understanding of good hygiene practice by ensuring appropriate hand washing routines are used at all 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 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 carried out observations of activities and practice in all areas of the nursery and in the outdoor play area.
- The inspector spoke to the managers and members of staff.
- The inspector looked at children's learning records, a sample of planning documentation and the nursery policies and procedures.
- The inspector checked evidence of the recruitment, suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation of practice with the manager.

Inspector

Judith Harris

Full report

Information about the setting

The Grange Nursery was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a shared community premises in the Warndon area of Worcester and is managed by an on-site manager and a general manager. The nursery serves the local and wider area and is accessible to all children. It operates from two rooms and there are enclosed areas available for outdoor play. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one holds an appropriate early years qualification at level 5 and one holds an appropriate early years qualification at level 2. The nursery opens Monday to Friday, all year round, from 7.45am until 6pm. The nursery also runs before and after school services and children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children with 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:

- enhance children's understanding of good hygiene practice by ensuring appropriate hand washing routines are used at all times
- strengthen children's understanding about making healthy choices by providing additional drink choices and alternatives to fruit squash at snack time.

Inspection judgements

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

The management and staff teams show a secure understanding of the way children learn and can clearly demonstrate their knowledge of the Early Years Foundation Stage. This ensures that children are well supported to make good progress in all areas of learning. The monitoring and ongoing training for staff supports them to develop high quality teaching methods. The management team has made effective use of professional support and guidance to continue their improvement. Children's learning records provide a clear picture of each child's development from their individual starting points. Learning records are easily accessible for parents and staff share these as part of their commitment to good partnerships. Staff are able to explain how children's next steps in learning are planned for, ensuring parents are kept fully up-to-date with their child's current progress. Staff complete a progress check for children between the ages of two and three years, which is effectively shared with parents.

Staff plan and provide a wide range of activities and experiences designed to match children's interests and to encourage them to play and explore. Children benefit from long periods of free-play time where they actively engage in activities in both the indoor and outdoor areas. At all times, children's learning is effectively promoted through the well-used interactions of the staff. Staff consistently extend children's language development. For example, children experiment with floating and sinking and the staff use a wide range of language to extend the children's vocabulary as they describe the activity. Children use good imaginative skills as they engage in role play where they are cooking using the different tools and utensils. Children's mathematical development is well supported and they confidently count the right number of bears to match the cards at the mathematical activity. In the garden, children engage in a wide range of activities that encourage them to explore and experiment. For example, in the earth box children use tools with skill and confidence to dig and discover. At the mud kitchen, children fetch water from the bucket to mix with the mud to make their creations. Children's literacy development is well promoted as they take part in a circle activity where they are encouraged to link sounds and letters as they practise the sounds at the beginning of their names.

Children's preparations for the next stage in their learning are well supported. Staff invite teachers to come and visit the children in the nursery and children visit the local school to ensure they are familiar with the environment. As a result, children are confident for their move on to school. Children with special educational needs and/or disabilities and children who speak English as an additional language are carefully and sensitively supported. The staff team work very well together to accurately identify any gaps in children's development and ensure both they and their parents can access professional help to support children to make the best possible progress in their learning.

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

Children's personal, social and emotional development is a very positive strength of the nursery. Children clearly feel very secure and parents report how happy children are to come to nursery. Staff ensure that children are able to form strong attachments making them feel welcome and valued. Children demonstrate high levels of confidence as they move freely around the nursery, making choices about what to play with. Children are actively encouraged to take responsibility for their own safety. For example, staff talk to them about staying safe in the garden, walking safely and using tools with care. Healthy and balanced snacks are provided. However, drinks offered to children at snack time, such as fruit squash, do not always reinforce positive messages about making healthy choices.

Staff clearly know children well, through the ongoing information gathered from parents and the observations and assessments by key persons. Staff consistently use good strategies and give children lots of praise to help them develop skills for self-control. Staff encourage children to be as independent as possible in their personal care, which includes putting on their own coats and changing shoes to go out in the garden. Staff use good hygiene practice with children when they visit the bathroom. However, this is not always consistent as the hand washing routine for snack does not fully support children's understanding of good hygiene practice. Children build close and trusting relationships

with the staff, who are caring and sensitive to their different needs. As a result, children are well supported to be emotionally confident when moving on to school.

Physical play is actively encouraged by daily outdoor play in the garden and playground area. The staff team have clear and well-used systems for ensuring all children are accounted for when going in and out of the outdoor spaces. The staff team's positive attitude ensures children are kept secure while becoming independent and able to manage their own health and safety.

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

The management and staff teams have a clear understanding of their responsibility in safeguarding children. All staff have attended safeguarding training and the management team ensure they understand and implement the range of policies and procedures that relate to the protection of children. Staff carry out risk assessments at the beginning of each day to ensure that all areas of the environment, including equipment and resources, are safe, both indoors and outdoors. Staff carefully supervise and observe children and good ratios are maintained at all times to ensure children's safety. Secure recruitment procedures are used to ensure all staff employed are suitable to work with children. To support staff's ongoing development, and ensure they remain suitable, the management team carry out monthly supervision sessions. More regular support is given through team meetings where staff are able to discuss and plan well for meeting individual children's needs. This close-knit team continue to share information and ideas on a daily basis.

The nursery management team provide strong leadership for this well-motivated staff team. The manager works directly with the staff team at every session. This allows her to closely monitor the quality of teaching and to model good practice for staff. A clear lead is shown in driving improvement and promoting a successful team approach with all staff. This is successfully demonstrated by the effective improvements that have been made since the last inspection that support the children's care, learning and development.

There are very good partnerships with parents and external professionals. A number of children currently attending the setting are supported by other professionals and the staff work with parents to ensure they are effective in meeting the children's needs. Ongoing communication with parents includes newsletters in a variety of languages, a notice board for parents and a web site. Parents have regular opportunities to discuss their children's progress and staff encourage them to play an active role in their children's learning and development. For example, children take home a soft toy with a work book and, with parents, they record what they have taught the toy. Parents make positive comments about how well their children are progressing and how their development has been successfully supported.

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	205407
Local authority	Worcestershire
Inspection number	865335
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	54
Name of provider	Jane Betty Dallard
Date of previous inspection	31/10/2011
Telephone number	01905 619988

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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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