

The Grange Nursery

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

Inspection date

01/12/2014

Previous inspection date

23/06/2014

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

- Children are safeguarded well. All staff have attended child protection training and know the procedures to follow should they have concerns about a child's welfare.
- Staff have developed strong affectionate bonds with children and know them well. As a result, children feel safe and secure.
- Children make good progress in their learning and development because teaching is good. Staff effectively monitor children's progress and plan purposeful learning experiences that meet individual children's needs.
- Partnerships with parents are well established. The setting effectively exchanges information with parents to promote continuity of care and learning.
- The setting uses self-evaluation well to effectively identify priorities for improvement and drive ongoing developments.

It is not yet outstanding because

- Opportunities for children to make independent choices are not yet fully exploited because their access to the outdoor area is not fully available.
- Children have fewer opportunities to see and understand that print conveys meaning within the outdoor area.

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 playrooms and the outside area. She talked to staff and children and held a meeting with the manager.
- The inspector sampled a range of documentation, including evidence of staff suitability, children's development records and policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day.

Inspector
Susie Prince

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 five members of childcare staff, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 32 children attending all of whom are in the early years age group.

What the setting needs to do to improve further

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

- enhance opportunities for children to make choices, for example, by providing unrestricted access to the outdoor learning environment
- provide further opportunities for children to see print in context, in the outdoor area, to support development of their early reading skills.

Inspection judgements

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

The setting have created an effective learning environment that supports children to develop positive attitudes to learning. Children independently select resources and follow their own interests with the support of attentive staff. However, access to the outdoor play area is currently not fully available. This means that children are sometimes not able to play in their preferred environment. Babies have a good range of age-appropriate toys to choose from that stimulate exploration. For example, babies confidently investigate household treasure baskets using all of their senses. Older children benefit from themed areas that are purposefully planned, well equipped and stimulating. There is a wealth of print in the indoor environment that supports children's early reading skills and mathematical development. However, opportunities for children to see words in context in the outdoor area are not fully promoted.

Teaching is good because staff successfully use observation and assessment to assess children's current development levels. Staff track children's progress well and plan challenging activities, across all areas of learning. Parents contribute to the initial assessment process by completing All about me forms on entry to the setting. They receive regular summaries of their child's development and exchange information, with the

setting, to support the ongoing identification of children's emerging interests. Young children's vocabulary is developed well because staff repeat words and encourage children to imitate. Children are challenged by staff to use critical thinking skills as they participate in role-play activities. For example, staff ask children what they think they should do, when they pretend that they have left something at the seaside. Staff support children to work together well. Children create a line of guttering, in the outdoor area and staff encourage them to share ideas and solve simple problems.

Children make good progress in their learning and enjoy a wide range of activities and experiences. They are inquisitive and explore the environment enthusiastically. Staff provide support when needed but equally, give children time to develop their own ideas and make connections in their learning. As a result, children display high levels of involvement in activities and persist until they are satisfied that they have finished. For example, children enclose their pictures in sticky tape. They initially have difficulties cutting the tape however, once the staff have demonstrated how this is done, children persist until they get it right. Consequently, children develop positive attitudes to learning and acquire the necessary skills to prepare them well for school.

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

Staff form strong affectionate bonds with children through an effectively organised key-person system. Parents complete information sheets, during preliminary visits, so that staff build a clear picture of children's unique needs. Settling-in arrangements are flexible and tailored to suit individual children. As a result, children are happy, confident and settled. Babies benefit from the security of individualised routines. Staff effectively use daily diaries, for younger children, to provide parents with accurate information about children's food intake and sleep patterns. This promotes continuity of care well. Staff are consistent in their approach to behaviour management and encourage children to take turns and share fairly. Posters provide children with pictorial rules, which are used to positively reinforce the behavioural expectations of the setting. As a result, children know what is expected of them and behave well.

Staff provide a good range of healthy food and snacks. They utilise opportunities in play and during mealtimes to talk to children about healthy eating practices. For example, staff who are playing with children in the home corner use the plastic play food to question children about healthy eating options. Children benefit from daily exercise in the outdoor play area. They participate in dance sessions, where they move spontaneously to music. This supports children's general good health and well-being. Staff effectively support children to independently wash their hands after using the bathroom and before mealtimes. Therefore, children develop good hygiene practices and learn how to stay healthy. Children know how to handle equipment, such as scissors safely because they are supported well by attentive staff who provide support and guidance.

Children are very confident and initiate conversation with others. They build good positive relationships with each other and work cooperatively together. Staff promote children's independence well. For example, children display high levels of self-esteem as they

independently choose resources from the suitable range available to them. Staff support children to gain self-help skills well. Children dress themselves before going outdoors and serve themselves meals and snacks. Children are self-assured and are not afraid to try new things. This is because the staff are responsive and supportive in their interactions. As a result, children develop the necessary skills needed to prepare them for future moves to other settings.

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

Since the last inspection by Ofsted, where the setting received a notice to improve and a subsequent monitoring visit, significant improvements have been made. The manager has worked closely with the local authority early years consultant and has addressed the actions raised well. For example, staff have completed safeguarding training and now have a secure knowledge of the possible indicators of abuse. They know how to record concerns and where to go for advice and support. Clear safe recruitment procedures are in place and evidence of staff suitability to work with children is available for inspection. Risk assessments are carried out for all areas of the setting and access to the kitchen is prohibited. Security arrangements are good. For example, staff greet visitors at the door, check their identification and record their arrival in a visitors record book. As a result, children are protected well from harm.

The manager has effectively developed procedures to supervise staff well. She carries out six monthly staff appraisals and regularly uses peer observation as a basis for improving staff performance. As a result, staff have access to regular training and under-performance is addressed swiftly. The manager carries out monthly supervisions with staff, where she oversees the delivery of educational programmes. For example, the manager supports and guides staff through the assessment process and helps them to identify individual children's next steps in learning. Therefore planned activities are pertinent and meet the needs of the children in their care. The manager has a strong commitment to sustaining improvement and continues to develop practices in the setting. She uses advice from other professionals, feedback from parents and knowledge gained from training to feed into the self-evaluation process. Consequently, planned developments are relevant and improve outcomes for children.

Partnerships with parents are good. Staff effectively exchange information with parents to promote continuity of care and learning. For example, parents provide detailed information about their child on entry to the setting. They receive relevant information through notice boards and newsletters. Staff engage in daily discussion with parents and provide them with written summaries of their child's learning and development. Therefore, parents are kept well informed of their child's progress and receive regular information about events taking place. Partnerships with other providers and external agencies are well established. Staff continue to receive support from the local authority, which drives ongoing improvement. There are good links with feeder schools that ensure that information about children's current attainment levels is shared to promote continuity of learning.

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	EY336986
Local authority	Leeds
Inspection number	985685
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	32
Name of provider	Annette Marie Jabin
Date of previous inspection	23/06/2014
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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