

# Graffham Nursery School

Graffham First School, Graffham, PETWORTH, West Sussex, GU28 0NJ



## Inspection date

9 July 2015

Previous inspection date

23 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff form good relationships with parents. They are fully involved in their child's learning and their feedback is valued. This promotes continuity of care and support for children, and also helps staff when evaluating the provision.
- Management has a clear focus for improvement, which is identified through their reflections of the provision. This ensures that staff knowledge, understanding and development are supported and, therefore, outcomes for children are improved.
- Staff use children's interests to plan activities. Staff guide children through the daily routines and during play, ensuring they are kept safe and promoting their well-being.
- The quality of teaching is good. Staff provide a stimulating and welcoming environment which encourages children to make choices in their learning, and they are confident to do so. As a result, children are made to feel secure and engage in their learning.
- Staff work closely alongside the teachers in their host school, and their learning environments are integrated daily with them. This helps prepare children for their move up to the Reception class and to the next stage in their learning.

### It is not yet outstanding because:

- Staff do not always understand when to step back to support children's independent learning, or allow time for children to have time to think critically before responding to staff questioning.
- Resources to enable children to make marks for a purpose are not available in all environments to extend children's early writing skills and their awareness that print carries meaning.

## What the setting needs to do to improve further

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

- develop the use of questioning techniques to ensure children are consistently given time to extend their independent learning, to respond to questions and think critically for themselves
- increase the range of resources available throughout the setting for children to use to extend their awareness that print carries meaning, and enable them to make purposeful marks during their play.

### Inspection activities

- The inspector spoke to parents, staff and children and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector viewed a range of documentation including policies and procedures, suitability checks and children's development records.
- The inspector spent time observing activities in the indoor and outdoor environments.
- The inspector spoke with the manager throughout the day.

### Inspector

Joanne Walton

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan activities that are age appropriate and provide resources that help motivate children in their learning and development. Staff are very attentive to children and their learning. For example, they encourage children to discuss the items they have brought in from home with each other during group activities. Children listen carefully to staff, and staff help them learn to take turns and encourage them to ask questions. This helps to extend children's communication and language skills. Older children have the opportunity to take part in activities to develop their early writing skills. They are very proud to show and discuss with an adult their finished drawing. Younger children explore the outdoor area and enjoy watering the plants to help them grow. Children enjoy spending time outside and make wide use of the environment available to them. For example, they work together to build a car with large construction blocks. Children extend their physical skills and coordination as they explore pouring water along guttering, and show excitement at recognising why the container appears to be leaking. These skills help prepare children for the next stage in their learning. Staff work closely with other professionals to support children with additional needs, and this helps to close gaps in their learning.

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

Staff provide a safe and secure environment. Staff promote good hygiene routines with the children, such as reminding them to wash their hands after using the toilet. Children are supported to learn about keeping themselves safe. For example, children are reminded to hold their scissors safely and are praised for doing so. Children build secure relationships with all staff, and this is supported by an effective key-person system. Children respond well to the daily routine and are happy to cooperate at tidy up time. Children behave well. Staff are positive role models, which helps children to understand their expectations.

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

The newly appointed manager has a good understanding of the requirements of the Early Years Foundation Stage, and implements these effectively. She is committed to driving improvement. The online recording system enables all parents to be fully involved in contributing to their children's learning, and allows management to clearly identify any gaps in children's development or the nursery provision. The manager undertakes supervision meetings to support staff development. Management and staff have a good understanding of how to safeguard children. They regularly update their training and complete annual suitability declarations to show their ongoing suitability. Staff have developed relationships with other childcare providers to support children who attend other early years settings, and this helps to promote a shared approach to their learning.

## Setting details

<b>Unique reference number</b>	EY358768
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	828728
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Graffham Nursery School Committee
<b>Date of previous inspection</b>	23 May 2011
<b>Telephone number</b>	01798 867324

Graffham Nursery School is situated on the site of Graffham Infant School, in a rural location close to Petworth, West Sussex. The nursery has been registered since 1997. It is open from 9am to 3pm each weekday, during term time. Children can attend morning sessions, and lunch and afternoon sessions are made available for children aged three years and over. There are four members of staff, of whom the manager holds Qualified Teacher Status, one member of staff has a level 5 qualification and one a level 3. The nursery receives funding for the provision of free early education for children aged two, three and four.

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