

The Grosvenor Day Nursery

Church Hall, Grosvenor Place, Exeter, EX1 2HJ



Inspection date

16 July 2015

Previous inspection date

21 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is not always good. Adults do not do enough to help children learn.
- Most children are generally busy but there are not enough exciting activities on offer to help them learn as much as they should.
- Children have to wait around for things to happen at certain times of the day. It takes too long to get children ready for outdoor play or to have lunch. On these occasions, some children become bored.
- When reviewing nursery practice, leaders do not put enough emphasis on the quality of learning experiences. Recent improvements do not do enough to provide good quality learning and development for all children.

It has the following strengths

- Most children settle quickly in the relaxed atmosphere. Staff are friendly and welcome children warmly when they arrive.
- Staff give parents lots of information about their child's time at nursery. Parents feel they are well-informed about what their child has done and how they are getting on.
- The nursery has lots of space for children to play in. Displays of letters, numbers and photographs help children learn.
- Babies and younger children receive some good teaching that is well-suited to their young age.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching so all children receive consistently good quality learning opportunities throughout each day
- increase the level of challenge and variety offered to children so they reach their full potential in their learning and development
- improve the organisation of the session so no learning time is lost and children benefit from interesting activities throughout the day.

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

- develop systems of self-evaluation further to include accurate assessment of the quality of children's learning experiences and take effective action to make necessary improvements.

Inspection activities

- The inspector observed children at play in the main nursery building and in the outdoor area.
- The inspector discussed management practices with both leaders.
- The inspector spoke with parents, children and staff.
- The inspector carried out a joint observation of practice with the manager.
- The inspector looked at range of documentation including children's records, curriculum and improvement planning, policies and staff information.

Inspector

Susan Mann HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children experience a reasonable range of play activities. These provide a basic foundation for what children need to learn. Children learn to understand about the sounds of letters and how to write their names because staff take time to help them do this. Staff know enough about children to understand what is likely to help them learn well. They make regular observations of what children can do and check they are making progress. However, staff do not make good use of this information when planning and delivering the nursery day. On too many occasions, children are occupied with play and toys that do not help them develop as well as they could. Staff are not sufficiently organised to provide interesting activities. This leads to some children waiting around for something to do. Staff do not introduce enough new words or ideas to stimulate children's thinking and reasoning. Older children are not always helped enough to develop their knowledge and skills. Some, for example, are left to play catching balloons for too long or to wander from one activity to another without fully taking part. Whilst children appear content and occupied, these activities do not give them enough experience of language or provide encouragement for them to socialise with others. This means they will be less well-prepared for school than they should be when the time comes.

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

Children's safety is managed well. Premises are secure and provide plenty of space for children to play. Toys and equipment are suitable for children to use. Staff help children understand the rules of road safety when they cross to their outdoor area. Children listen well and follow instructions. There are a few occasions when children become bored. When this happens, their behaviour becomes slightly disruptive and staff do not always notice. Children have lots of opportunities to develop their physical skills in the outdoor area. Most enjoy the company of staff and the key person system works quite well.

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

Leaders work well together, combining their business and early years knowledge to provide sound leadership. They make a basic review of the nursery's quality. Some improvements have been made since the last inspection. Systems now help staff to know what children enjoy and what they need to know next. However, evaluation has not been sufficiently detailed or effective to result in good provision. There is not enough emphasis on improving the quality of teaching or the organisation of the nursery day. These aspects do not meet the requirements of the Early Years Foundation Stage. Leaders check the progress individual children make. They know whether children are working at levels that are typical for their age but do not use this information to provide activities that help all children do well. Particular planned activities are often intended for the whole week which can become too repetitive for children who attend most days. Leaders support staff reasonably well and check the quality of their work regularly. Along with staff, they know what action to take if they have any concerns about the safety of children.

Setting details

Unique reference number	EY472686
Local authority	Devon
Inspection number	1008554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	27
Name of provider	The Grosvenor Day Nursery Partnership
Date of previous inspection	21 July 2014
Telephone number	07753 313029

The Grosvenor Day Nursery was registered in 2014. The nursery operates from a converted church hall in Exeter, Devon. Children have access to an outdoor play area nearby. The nursery is open each weekday from 8am to 6.15pm all year around apart from bank holidays. The nursery has five staff, three of whom hold relevant qualifications at level three and one at level two. The nursery provides funded nursery education places for two-, three- and four-year-olds.

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