

The Grosvenor Day Nursery

Church Hall, Grosvenor Place, Exeter, EX1 2HJ



Inspection date

15 July 2016

Previous inspection date

16 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have worked hard to successfully make improvements to the quality of teaching. Working closely with the support officers in the local authority they have identified and tackled shortcomings.
- Children who speak English as an additional language are well supported and very rapidly understand and acquire spoken English.
- Younger children form strong bonds with those who care for them and, as a result, are happy and well settled in the nursery.
- Staff know the children well. They regularly observe them in their play and use this information effectively to identify what they need to learn next. This ensures that children make good progress in their learning.

It is not yet outstanding because:

- Leaders are not using information about the progress made by groups of children to its full potential so that they are able to identify and tackle gaps in learning as swiftly as possible.
- Staff have not been successful in encouraging other settings to share what they know about those children who attend another setting as well as The Grosvenor Day Nursery. Links with local schools to share information and help children to make a rapid start in school are at an early stage of development.
- A few staff lack confidence in their understanding of the latest government guidance on keeping children safe.

What the setting needs to do to improve further

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

- develop further the use of information gathered regarding the progress and achievements of groups of children so that potential gaps are identified as swiftly as possible. Use this information more in discussions with staff so that they have a clear understanding of the impact their teaching has on children's progress
- improve links with other settings that children attend and local schools so that assessment information is shared and children are supported as well as possible when they move onto school
- ensure all staff have a full understanding of the latest guidance on keeping children safe.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspector conducted a joint observation with one of the owners of the nursery who is also the manager.
- The inspector held meetings with the owners of the nursery.
- The inspector looked at a range of documentation, including records of the progress children have made, the setting's evaluation of their provision, policies and procedures and evidence of suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jane Burchall HMI

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection leaders have implemented effective systems that provide them with an accurate picture of what staff do well and where improvements are needed. Leaders now more closely monitor staff practice and the progress that children make. Staff work well as a team and show a strong commitment to their own professional development. Training has equipped staff with the relevant skills so that teaching now ensures children make good progress. Safeguarding is effective. All staff have undertaken relevant child protection training and are confident in the steps they would take to share concerns about a child. Plans are in place to strengthen all staff's understanding of the latest guidance on keeping children safe.

Quality of teaching, learning and assessment is good

Children now have access to a good range of activities that build upon their interests and ensure that they are challenged in their learning. Staff are particularly skilled at supporting children's developing language and communication skills. They change their approach appropriately according to children's age and stage of development. For example, those working with the very young talk to the children about what they are doing so that they continually hear language. Staff use repetition well to support their growing vocabulary. Those working with older children encourage their conversational skills when, for example, they sit with them at snack and lunch times and talk about what they are eating and discuss food that is healthy and unhealthy.

Personal development, behaviour and welfare are good

Children are cared for in a bright and welcoming environment. They are keen to come to nursery and are well behaved. Younger children in the setting already have a clear understanding of expectations. For example, they know that they need to hold hands, walk carefully and stay together when walking to the outside play area. Older children contribute their ideas and help to develop the nursery's guidance on how children should behave. Children show care and concern. They look after the nursery rabbit and play carefully outside when the rabbit is running free. Staff working with babies are particularly responsive to their needs. For example, they quickly recognise when they are tired and take time to cuddle and settle babies to sleep helping them to feel safe and secure. Leaders and staff work closely with parents who feel well informed about how their child is doing.

Outcomes for children are good

Older children are well supported to be ready for school. They know how to listen, concentrate and take turns. They are beginning to read simple words such as their names and to understand the sounds that letters represent. They quickly develop control in using pens and pencils and are learning how to form letters. Many spend time completing detailed drawings and show great pride in their work. Younger children are developing a strong sense of belonging. They enjoy exploring with a range of materials and textures.

Setting details

Unique reference number	EY472686
Local authority	Devon
Inspection number	1023231
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	36
Number of children on roll	38
Name of registered person	The Grosvenor Day Nursery Partnership
Registered person unique reference number	RP533303
Date of previous inspection	16 July 2015
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 apart from bank holidays. The nursery has six staff. One has a relevant qualification at level 4, two are qualified to level 3 and two are qualified to level 2. The nursery provides funded nursery education places for children aged two, three and four years.

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