

Griffon Day Nursery

Latton Bush Centre, Southern Way, HARLOW, Essex, CM18 7BL



Inspection date

26 July 2016

Previous inspection date

30 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The managers and newly-appointed staff team are ambitious. This has had a very positive impact on significantly improving the provision they offer. Since the previous inspection, they have successfully addressed the actions and recommendation raised. Staff now use their detailed observations to make regular and precise assessments of children's achievements to accurately inform their planning.
- Children demonstrate that they are happy and show high levels of self-confidence as they help staff to show authorised visitors around the nursery. They enjoy close relationships with their key person and all staff, who help them to feel settled and secure from an early stage. Children frequently tell staff that, 'They love them' and welcome their sensitive interaction in their play.
- Staff place a high priority in promoting children's communication and language development. They expand younger children's vocabulary by consistently responding to their early attempts at speaking, helping them to learn the pattern of conversation. Older children learn the meaning of new words, such as kneading, when making dough, therefore, embedding words in a meaningful way.
- The well-qualified staff team plans a wealth of interesting learning activities that ignite children's curiosity. They learn about and show care and concern for living things, such as giant cockroaches and millipedes, as they carefully handle these.

It is not yet outstanding because:

- Occasionally, children are not given enough time to think about and respond to staff's enthusiastic questioning.
- Opportunities for parents to support and share information about their children's learning and development at home are not fully explored. The views of all parents are not sought when evaluating the nursery to continue to help drive improvement.

What the setting needs to do to improve further

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

- provide more opportunities for children to enhance their thinking and speaking skills, as they formulate answers and respond to questions posed during their play
- extend the good communication with parents, exploring ways for them to share information about their children's learning and development at home
- explore further opportunities to seek the views of all parents to help drive the continual improvement of the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with both nursery managers. She looked at relevant documentation, such as children's assessment records, planning documents and evidence of the suitability of staff working in the nursery.
- The inspector reviewed how the managers and staff evaluate the nursery to continually improve outcomes for children.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. They implement a strict password system in the event of parents not being able to collect their own children. The managers have high expectations of all staff. They regularly monitor their practice through frequent supervision sessions. Managers encourage staff to attend a wide range of training courses to enhance the quality of their teaching. As a result of recent training, staff have made the vibrant communal area more accessible for children. This helps to support children's individual learning styles and positively enhances their secure friendships with each other. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning. The managers and staff are reflective and continually evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement.

Quality of teaching, learning and assessment is good

Children help themselves to a wide range of interesting and good quality toys and activities; some of which are new to specifically extend younger children's learning. All children are highly motivated and inquisitive learners, engaging in activities with enthusiasm. Younger children work out through trial and error how to operate a toy drill. Children learn to solve mathematical problems. Older children make predictions about how quickly their toys cars will travel through long tubes positioned at different gradients. Younger children thoroughly enjoy matching different shapes on the interactive display boards. The organisation of group time is a positive experience for all. Children develop a real love of books. Their attention is immediately captured by the manager's enthusiastic storytelling. They have immense fun joining in with actions and repeated refrains. Older children use non-fiction books to discover how sand is made. Children's progress is regularly shared with parents, who are very complimentary about the service the staff provide. They describe the staff as, 'Fantastic'.

Personal development, behaviour and welfare are good

Children demonstrate a real sense of responsibility for their environment. They eagerly help to carry out age-appropriate responsibilities. Children behave very well and happily share toys and activities together. Older children independently manage their own personal needs and demonstrate a good awareness of how to keep themselves safe. The inviting outdoor area provides children with good opportunities to develop their physical skills. Younger children learn to assess their own risks, as they climb the steps of the slide, under the close supervision and encouragement of staff. Older children develop new skills, such as spinning a hoop around their waist.

Outcomes for children are good

Children are making good progress in their learning. They proudly write and sound out the letters of their name. This helps them to link letters to sounds. Children, including those who speak English as an additional language, are acquiring the key skills they need for future learning. All children are well prepared for school.

Setting details

Unique reference number	204135
Local authority	Essex
Inspection number	1047821
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	30
Number of children on roll	43
Name of registered person	Griffon Day Nursery Ltd
Registered person unique reference number	RP904335
Date of previous inspection	30 March 2016
Telephone number	01279 454179

Griffon Day Nursery was registered in 1990 and is privately owned. It employs five members of childcare staff. Of these, four hold qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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