

# The Granary Nursery School

Hill Farm, Victoria Mill Road, Framlingham, WOODBRIDGE, Suffolk, IP13 9SA



<b>Inspection date</b>	13 September 2016
Previous inspection date	17 October 2012

<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
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 manager and staff team are committed to providing children with high-quality care and education. Consistent monitoring of the nursery contributes to successful continuous improvement. Staff are keen to improve and develop, and relevant training is utilised to enhance their practice, understanding and knowledge to benefit children.
- Partnerships with parents and carers are excellent. Parents share information about their children and contribute well to their initial assessments. Staff keep parents well informed about their children's day. They effectively engage with parents to support children's learning in the setting and at home.
- Staff provide a warm, caring environment that welcomes children and their families and promotes respect and equality. They work closely with parents and carers to ensure they develop a clear understanding of each child's individual care needs and interests. Staff support children to settle well. Children make friends and build relationships. They are happy and enjoy their time at the nursery.
- Children have very good opportunities to develop their physical skills in the highly stimulating outdoor environment. For example, they use ride-on toys to carefully manoeuvre around obstacles. Younger children carefully negotiate the low steps down to the garden. Children learn about the world around them as they go for walks in the adjacent wood and on outings in the local community.

### It is not yet outstanding because:

- New systems for monitoring the progress of different groups of children are not yet fully embedded, in order to target teaching and monitor the impact of this.

## What the setting needs to do to improve further

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

- embed monitoring practices to ensure that the learning and progress being made by different groups of children is clearly understood so all staff can target the teaching more precisely.

### 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager who is the provider. She looked at relevant documentation, including the nursery's self-evaluation, records of children's learning and development, and a selection of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The manager provides strong leadership for a highly effective staff team. There are effective systems in place for monitoring staff performance and supervisions. The manager regularly reviews and updates policies and procedures so that they are in line with current legislation and guidelines. All staff are fully aware of the nursery's policies. Staff regularly assess what children know and can do. They share accurate assessments with parents so that parents know how well their children are progressing. Staff identify where extra individual support may be required and work with parents to help them to gain this support swiftly. Safeguarding is effective. Staff have a clear understanding of the procedures to follow if they have concerns about a child. Rigorous recruitment and induction procedures are in place to ensure that all staff are suitable for their role.

### Quality of teaching, learning and assessment is good

The highly qualified staff have a good understanding of how children learn and develop. They carefully organise the indoor and outdoor learning environment to meet children's individual needs. Children confidently explore their environment, choosing what they would like to do next. They actively participate in a wide range of planned and free-choice activities. For example, children use soft mats to roll, jump and run on. Staff interact purposefully. They get down to the children's level and join in with their play experiences. Staff support children's communication and language skills well. They skilfully ask questions to build on what children already know. Staff give children time to process questions before answering, enabling them to solve problems for themselves. Children enjoy routine group activities and eagerly join in with action songs during singing sessions.

### Personal development, behaviour and welfare are good

Staff are good role models and manage children's behaviour effectively. They are calm and help children to play harmoniously together. Children readily go to staff for support, when necessary. Staff routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their sense of self-esteem and confidence. Staff encourage children to be independent and responsible. For example, children find their name card to self-register on arrival and pour their own drinks. Children follow good hygiene routines and experience sociable mealtimes. They sit alongside their peers and staff as they engage in meaningful conversations. Staff effectively support children to adopt good table manners. Staff are vigilant and complete daily risk assessments during the sessions. This helps to ensure that all areas used by the children are safe and suitable.

### Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as starting school. They learn how to share and take turns with popular resources. Children identify colours and shapes and count objects. They have many opportunities to develop their early writing skills. Children enjoy looking at books independently and with staff. They are familiar with the daily routines and learn to listen and respond to instructions. For example, they enjoy helping staff to tidy away the toys and resources before lunchtime. All children make good progress given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	EY441058
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1059985
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	The Granary Nursery School Limited
<b>Registered person unique reference number</b>	RP531328
<b>Date of previous inspection</b>	17 October 2012
<b>Telephone number</b>	01728 621105

The Granary Nursery School was registered in 1992. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including three with early years professional status or qualified teacher status. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 4pm with earlier and later provision available by prior arrangement. The nursery provides funded early education for two-, three- and four-year-old children.

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