

# Goulton Grange Day Nursery

Goulton Grange Farm, Potto, Northallerton, North Yorkshire, DL6 3HP



## Inspection date

8 December 2016

Previous inspection date

22 October 2013

<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 owner and staff provide a welcoming, stimulating and secure learning environment. They know children and their families very well, offer flexible childcare and parents value this highly. Children develop strong bonds and close relationships with their key person.
- Staff are well qualified, know how children learn and their teaching is good. Children access a range of high-quality resources, toys and equipment. Staff promote children's interests and help them progress well from their unique starting points.
- Staff track children's progress and plan for specific needs and gaps in their learning. Close partnership working with parents ensures that children's individual needs are met. Good communication systems help parents feel well informed about children's progress and know how to support learning at home.
- Staff are very good role models. They help children to develop good social skills, have good manners and be polite. Children learn to play well together, develop empathy and supportive friendships. Their behaviour is very good.

### It is not yet outstanding because:

- Self-evaluation is not used as well as possible to assess the impact of changes to practice on outcomes for children.
- Continued professional development opportunities are not yet focused closely enough on raising the quality of teaching to the highest level.
- Sometimes, staff do things for children which they are capable of doing themselves.

## What the setting needs to do to improve further

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

- strengthen self-evaluation processes and assess the impact of practice on outcomes for children
- seek professional development opportunities for staff that raise the quality of their teaching to an even higher level
- provide even more opportunities for children that help develop their independence skills.

### Inspection activities

- The inspector was given a tour of the setting.
- The inspector completed a joint observation with the owner.
- The inspector spoke to the owner, manager, staff, parents and children during the inspection.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector held meetings with the nursery owner and manager. She looked at all relevant documentation, such as the policies and procedures, children's records, self-evaluation and evidence of the suitability of staff working in the nursery.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Good systems are in place for the safe recruitment, induction and supervision of staff. The setting is kept secure at all times and children are closely supervised as they play inside and outdoors. Staff have a good understanding of their role to protect children from harm. They know what to do if they have concerns about a child's welfare or development. Staff follow policies and procedures well, assess and minimise risks and help children to keep themselves safe. Staff are reflective practitioners and keen to continually improve their practice. They value the views of parents, children and other professionals as part of this process. Parents have many opportunities to share their views about how the setting can improve further. Staff work well with other professionals, agencies and schools.

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

Children make choices and lead their own learning. Staff make the most of the adjoining farm grounds to help children learn about the weather and seasons. Good systems for observation, assessment and planning are in place. Children develop a positive attitude to learning. Older children engage in imaginative role play as builders. They explain that they have to wear hard hats for safety, select from a range of tools and talk about what they are constructing. Staff ask and answer questions as children play, helping to extend their knowledge and understanding further. Younger children explore sensory materials with different textures and reflective qualities. Staff encourage children to pick up and explore the materials. They use describing words to help extend children's vocabularies. Staff talk about amounts, size and shapes as children play. Children's achievements are celebrated and recorded in individual files and books which parents can access. These show how children have a breadth of experiences across all areas.

### Personal development, behaviour and welfare are good

Children are well supported when they start in the setting. Staff promote children's personal, social and emotional skills well. They learn to share and take turns, to be considerate to others and understand and respect similarities and differences. Generally, children are encouraged to do things for themselves and develop some independence. Children learn to wash and dry their hands and help with some tasks. Staff promote healthy eating. Snacks and meals are freshly prepared, nutritious and balanced. Children learn about the importance of regular fresh air and exercise. They spend long periods of time outdoors developing good physical skills, practising large movements and gaining greater control of their bodies.

### Outcomes for children are good

All children make good progress. Staff help children to become confident communicators who can understand and express their feelings and thoughts verbally. Children learn to listen well and follow instructions as part of play and group tasks. They develop a love for the natural world and appreciate the importance of caring for living creatures and the environment. Children are well supported to develop the skills and knowledge they need for school.

## Setting details

<b>Unique reference number</b>	EY291063
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1064613
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Marian Joan Cornforth
<b>Registered person unique reference number</b>	RP511346
<b>Date of previous inspection</b>	22 October 2013
<b>Telephone number</b>	01642 700406

Goulton Grange Day Nursery was registered in 2004, is privately owned and is situated near the village of Potto in North Yorkshire. The setting employs eight members of childcare staff. Of these, two hold degrees in early childhood studies, three have an appropriate early years qualification at level 3 and two at level 2. The setting opens from 7am to 6pm, Monday to Friday, all year round.

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