

Grange House Day Nursery

Smithy Lane, Little Sutton, Ellesmere Port, CH66 3RP



Inspection date	23 January 2017
Previous inspection date	16 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 management team is ambitious and working hard to identify areas of development in the nursery. The team is in the process of making changes to how it monitors staff performance and observes, assesses and plans children's learning. This is helping to improve the overall quality of practice even further.
- All staff regularly check the progress of individual and groups of children. They identify aspects of children's development where their progress could be accelerated further. Managers use this information to identify staff's professional development needs, such as supporting children's speech development. As a result, children's communication skills are improving.
- Staff teach children the skills they need for school or the next stage in their learning. Toddlers' independence skills are promoted by staff as they learn to manage their own care needs. Older children are able to sit and listen to a story from start to finish.
- Children's behaviour is impeccable and it is managed effectively by staff. Children are well mannered and say, 'excuse me' when they sneeze. They are able to follow the rules of the nursery and learn how to behave at group times.

It is not yet outstanding because:

- Managers' supervision of staff does not yet have a strong enough emphasis on raising the quality of teaching to an exceptional level.
- Staff do not consistently support parents to share what they know their child can already do when they first start.

What the setting needs to do to improve further

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

- strengthen the supervision of staff to focus more precisely on raising the overall quality of teaching to an exceptional level
- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first start attending, so that this information can be used to more precisely inform planning from the outset.

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 held a meeting with the provider. He discussed self-evaluation and looked at relevant documentation, such as evidence of the suitability of all those working on the premises.
- The inspector completed a joint observation with the provider and reviewed practice with her throughout the day.
- The inspector was shown around the nursery by the provider. He discussed the provider's procedures for assessing risks in the environment.
- The inspector viewed parents' questionnaires to seek their views. He spoke with children throughout the inspection.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Those responsible for child protection in the nursery attend advanced safeguarding training and regularly update other staff on the signs of abuse and neglect. As a result, staff are aware of how to report concerns about children's welfare. The provider regularly assesses any possible hazards in the environment, such as building works to the roof of the premises. She takes appropriate action to reduce risks in order to help keep children safe. The provider regularly seeks the views of parents and the local authority adviser in order to identify ways to improve. For example, the provider has used the feedback of parents in order to establish ways to share more detailed information with parents about their children's ongoing learning. As a result, staff use an online system in order to keep parents updated about what children have achieved and the next steps in their learning.

Quality of teaching, learning and assessment is good

Staff regularly observe children's development and use this information to plan activities that build on children's interests and develop their skills even further. Staff training on children's communication development has had a positive impact on helping younger children to communicate. They are able to make sounds and are learning how to use signs. Toddlers enjoy opportunities to make marks in sand and to use paint. This helps them to develop their early writing skills. Staff in pre-school have a very strong focus on preparing children for school. They play games with children to promote their mathematical development. For example, children are able to count toy bears up to 10 and match the quantity of bears to the correct numeral.

Personal development, behaviour and welfare are good

Staff have created exceptional environments to promote children's development and encourage them to be independent in their own play. Toys are well organised and provide rich learning experiences. For example, babies enjoy clambering into sand and adding toy animals to shaving foam. Pre-school children have great fun developing their imaginations in the well-resourced role play area, such as pretending to serve different flavoured ice creams. Children have very secure attachments with staff, especially in the baby room. Staff are attentive to their needs and children are reassured by the familiar staff team. Children are well prepared for moving from one room to the next and eventually on to school. Staff prepare them for their new room. They take them for regular visits and share detailed information about individual children with staff who are new to the children. Staff promote children's healthy lifestyles by providing healthy and nutritious meals, and taking them outside to get fresh air and develop their physical skills.

Outcomes for children are good

All children make good progress in their learning, including those who have special educational needs and disabilities. Children are independent and are able to do things for themselves. For example, older children put their counting bears away when they have finished the activity. Younger children are able to wipe their own nose and wash their hands as they learn the importance of good hygiene.

Setting details

Unique reference number	305075
Local authority	Cheshire West and Chester
Inspection number	1063932
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 - 4
Total number of places	51
Number of children on roll	68
Name of registered person	Grange House Day Nursery Company Limited
Registered person unique reference number	RP907370
Date of previous inspection	16 October 2013
Telephone number	0151 339 9175

Grange House Day Nursery was registered in 2000. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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