

# The Grange Nursery

Carleton Road, PONTEFRAC, West Yorkshire, WF8 3RJ



## Inspection date

Previous inspection date

5 October 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 and staff have good links with a range of professionals involved with children's care and learning. This collaborative practice helps staff to put appropriate support in place quickly for children who need it.
- Experienced and well-qualified staff effectively support children who have special educational needs and/or disabilities. They monitor children's progress effectively to help close any gaps in learning successfully.
- Staff provide great opportunities for parents to be involved in their children's learning. They invite parents to attend workshops and share their children's achievements at home through 'wow' moments. Staff support children's continuity of learning well.
- Overall, teaching is effective and supports children's good progress effectively. Children achieve well in relation to their starting points.
- Staff help to promote children's early mathematics skills well. For instance, older children are encouraged to predict how many conkers there are in the box.
- Children settle quickly and happily say goodbye to their parents. They show how they have formed secure emotional attachments with staff.

### It is not yet outstanding because:

- At times, staff do not meticulously link planning to toddlers' individual stages of development to consistently support rapid progress in all areas.
- Staff ask good questions to extend older children's learning but do not always give them the time they need to think and respond to questions.

## What the setting needs to do to improve further

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

- plan more precisely for toddlers' next steps in learning to consistently secure rapid progress in all areas of their development
- give older children the time they need to connect their ideas and think about how to respond to a question.

### 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 during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager, deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jane Tucker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete relevant child protection training. They have a secure knowledge of the possible signs and symptoms of abuse and the wider issues surrounding child protection. The management team implements secure recruitment procedures to help ensure staff's suitability to work with children. They support staff's professional development well. Staff have regular supervisions and opportunities to attend training to extend their knowledge and skills further. For example, staff have learnt new ways to support older children's learning of letters and sounds. The management team works closely with the local authority and takes part in quality improvement programmes. They are proactive in making positive changes that benefit children well.

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

Staff know children very well. They gather good information from parents so they have a secure knowledge of children's stage of development on entry. Staff use this knowledge effectively to provide learning experiences that include children's interests and motivate them to learn. Older children bring in leaves and enjoy explaining to their friends where they have found them. They listen attentively to staff as they learn how and why conkers fall from trees. Older children show excitement in their learning as they confidently share their new knowledge with other staff and visitors to the nursery. Toddlers enjoy role play and pretend to make tea, cook pasta in a pan and speak on the telephone. Children have access to a stimulating environment and a good range of toys to follow their spontaneous play ideas successfully.

### Personal development, behaviour and welfare are good

Staff organise graduation ceremonies to celebrate children's time at the nursery. They invite teachers to meet the children and share their achievements, which helps to prepare children emotionally for their future education. They are very positive role models. For example, staff set a good example by greeting visitors warmly on arrival and introducing them to children. Children learn how to lead a healthy lifestyle. Staff ensure that children follow high standards of hygiene practice at all times. Children enjoy a healthy packed lunch from home and a hot nutritious meal at teatime. Staff introduce new words to toddlers, such as 'hydrated', when they talk about the importance of drinking their milk and water. Children benefit greatly from daily fresh air and physical exercise.

### Outcomes for children are good

Children have very good social skills and behave well because they are actively engaged in their play. They have many opportunities to develop their early literacy skills. For instance, toddlers enjoy listening to stories and older children begin to recognise their names. Children develop their coordination and small-muscle skills. They manipulate play dough, make marks on paper and use scissors safely. Older children enjoy circle-time activities. They count, learn the days of the week and talk about the weather outside. Children learn key skills they will need for their move on to school.

## Setting details

<b>Unique reference number</b>	EY491307
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1021477
<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>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Carleton Grange Nursery Limited
<b>Registered person unique reference number</b>	RP904394
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01977 780982

The Grange Nursery re-registered in 2015. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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