

# Griffon Day Nursery

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



<b>Inspection date</b>	22 February 2018
Previous inspection date	26 July 2016

<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

- Partnerships with parents are very good. Staff keep them informed about their children's development. Parents are very complimentary about the quality of care and education their children receive from the approachable and compassionate staff team.
- Staff provide a creative learning environment that supports children's good progress in learning, confidence, independence and ongoing development.
- Children's mathematical understanding is evolving well. Staff encourage them to count, recognise numbers and identify two-dimensional and three-dimensional shapes as they create models.
- Children's communication and language skills are developing quickly. Staff adapt their approach to match the level of each child learning needs. They provide the right support to further extend their vocabulary. For example, children learn how to identify their names, looking for familiar letters, listening and mimicking the sounds these represent.
- Staff sensitively help children to learn about behaving well. Younger children take turns and develop strong friendships. Older children describe how they feelings. They decide on strategies for turn taking, such as the rock, paper, and scissors game.

### It is not yet outstanding because:

- Sometimes, staff do not focus precisely enough on children's next steps when planning to help them make the best possible progress.
- The current system of performance management is not precisely targeted on raising the quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted to help them make the best possible progress
- extend staff's professional development opportunities that help raise the quality of teaching to the highest possible level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through email feedback and discussions during the inspection process.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff's knowledge of child protection is good. They understand their responsibility to ensure children are kept safe from harm. On the whole, the manager monitors progress made by different groups of children, to identify gaps in their learning. Partnership with a wide range of other professionals is well established and effective as the manager arranges visits where it is felt this would help a child in their care, such as further speech and language support. This helps to support children's developmental needs through a consistent and joined-up approach. The manager listens to children, parents and staff when reviewing practice and looking for ideas to develop the nursery. She identifies actions for future improvement.

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

Staff regularly observe children, completing summaries of their achievements and share these with parents. Staff plan enjoyable learning experiences that ignite children's curiosity and develop their problem solving skills. Children are encouraged to share their ideas and question their understanding. They confidently experiment as they mix liquid soap and cornflour together. Children return to their experiments, periodically stirring them and noticing any changes. After adding diluted glue they are fascinated to discover small lumps appearing. Young children join in enthusiastically with their favourite songs and they are effectively supported by staff to copy and match physical actions to rhymes.

### Personal development, behaviour and welfare are good

Staff offer settling-in sessions that are tailored to support children's individual needs. They take parents feelings into account, providing support and a much needed cup of tea. Children are settled, happy and display good levels of confidence. Children's moves between rooms and then on to school are carefully planned and effectively supported. Children enjoy plenty of physical play opportunities outdoors. They enjoy learning about the cycle of life as they plant and grow potatoes. Children's imaginations are extended, based on real-life experiences. They take great pleasure in recreating fire trucks, using chairs and large boxes. Staff skilfully extend and enhance this helping children to create ladders from tubes and rectangular boxes. Parents provide nutritious meals to complement the healthy snacks provided by staff. They work together to ensure that children's individual dietary needs are met. Children learn about each other's customs throughout the year. Children learn how to keep themselves safe through daily routines.

### Outcomes for children are good

Children are motivated and make good progress in their learning. Older children develop hand-to-eye coordination as they create intricate model flowers in celebration of Mother's Day. Younger children explore with excitement, using their senses to explore a variety of textures and natural resources hidden in treasure baskets. Toddlers learn about cause and effect as they press buttons and turn knobs on mechanical toys. Children display a positive attitude to learning as they embed the skills needed for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	204135
<b>Local authority</b>	Essex
<b>Inspection number</b>	1123064
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Griffon Day Nursery Ltd
<b>Registered person unique reference number</b>	RP904335
<b>Date of previous inspection</b>	26 July 2016
<b>Telephone number</b>	01279 454179

Griffon Day Nursery registered in 1990 and is privately owned. The provider employs four members of childcare staff. They are qualified at level 2 and level 3. The nursery opens from Monday to Friday all year around. Sessions are from 8am until 6pm. The nursery staff provide funded early education for two-, three- and four-year-old children.

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