

Granta Park Day Nursery



Granta Park, Great Abington, Cambridge, Cambridgeshire CB21 6GP

Inspection date	1 August 2018
Previous inspection date	14 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children settle quickly in the nursery. They build strong and trusting relationships with their key person and other staff. Each key person finds out what children's interests are and what they can already do when they first start to attend the nursery. This helps to support children's learning right from the start.
- Children select where and how they learn. Equipment is thoughtfully arranged in the group rooms and in the gardens. This helps to trigger children's creativity and desire to try something new. For example, children work together to work out how to catch water from a pump. They pour the water down wooden guttering and collect it in buckets.
- Managers follow robust induction procedures, which helps new members of staff to understand their roles and responsibilities quickly. Managers observe staff undertaking key tasks, to help them identify areas for professional development.
- Children begin to learn how to keep themselves safe and healthy. For example, they enthusiastically explain to visitors why they need to use sun cream during the summer.

It is not yet outstanding because:

- Staff sometimes miss valuable opportunities to extend children's learning even further to help them make even greater progress.
- Staff do not consistently fully encourage all children who speak English as an additional language to use their home language and culture in their play.

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 opportunities to extend children's learning throughout the day
- encourage children who speak English as an additional language to celebrate their culture and language in their play and explorations.

Inspection activities

- The inspector observed activities in the nursery and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of suitability of staff working with children. She looked at a range of documents, including children's assessments and staff induction records.
- The inspector held a meeting with the manager, her deputy and two representatives from the provider's head office.
- The inspector took into consideration the views of parents spoken to on the day of the inspection and those written in emails and letters.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider follows robust recruitment procedures to help ensure that all staff are suitable. Staff know how to report any concerns they may have about children's welfare. Managers regularly ask staff questions to monitor their knowledge of safeguarding. Managers use a variety of ways to supervise and assess staff performance. This helps shape future training opportunities. Staff value professional development opportunities. For example, they visit other locations within the chain of settings to help gather new ideas to bring back to the nursery. Managers welcome feedback from children, parents and staff, to help evaluate the quality of care and education. Action plans are displayed on a wall for parents and staff to contribute their thoughts. This helps to improve the provision continually.

Quality of teaching, learning and assessment is good

Staff accurately gather information about children's progress to help them identify children's next steps in learning. Children enjoy burying objects in the sand tray, while staff introduce mathematical language to help them learn about size and position. Managers monitor children's progress to help identify any gaps in learning so they are swiftly addressed and closed. For example, megaphones have been introduced to encourage children to speak and listen to others. From an early age, staff encourage children to engage in messy play. For example, children enthusiastically water the herbs they have planted in the garden, and taste and smell the different leaves to help develop an understanding of using their senses, such as taste, to identify the plants.

Personal development, behaviour and welfare are good

Staff form good relationships with parents. Before children regularly attend the nursery, staff find how they can effectively comfort each child and information about their routines at home. This helps staff sensitively settle children right from the start. Children access a wide range of equipment and resources which is stored at a low level. This helps them to make choices for themselves. Children sit together to eat nutritious snacks and meals. When they have finished eating, they carefully carry their plates to a sink to wash them, helping them develop a sense of responsibility. Children behave well in the nursery. Staff are positive role models. For example, they talk to children in calm, friendly voices. Children's minor disputes are quickly overcome with gentle reminders to share and take turns.

Outcomes for children are good

Children are inquisitive and keen to learn. They learn to recognise numbers and letters, and some of the oldest children begin to read words and simple sentences. Children share resources and learn to take turns. Staff encourage children to take small risks for themselves, such as climbing on and jumping off raised platforms in the garden. Children show staff what they have discovered and enthusiastically continue to experiment and explore. When the time comes, children are very ready to move on to the next stage in their learning at school.

Setting details

Unique reference number	259680
Local authority	Cambridgeshire
Inspection number	10067725
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	90
Number of children on roll	143
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Date of previous inspection	14 October 2014
Telephone number	01223892010

Granta Park Day Nursery is one of 10 nurseries owned by Sunhill Daycare (Europe) Limited and it registered in 2001. The nursery is open each weekday from 7.30am until 6.30pm, for 51 weeks of the year, excluding bank holidays. Children attend for a variety of sessions. It provides funded early education for two-, three- and four-year-old children. The nursery employs 21 members of childcare staff, two of whom hold an appropriate qualification at level 5. A further 12 members of staff hold suitable qualifications at level 2 or above.

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