

Goulton Grange Day Nursery

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



Inspection date	2 May 2019
Previous inspection date	19 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- Since the last inspection, the leadership and management of the nursery have improved. The manager has ensured that all staff, including new members, attend regular training related to child protection. This means that staff gain up-to-date information and are clear about their roles and responsibilities.
- Overall, partnerships with parents are effective. Staff keep parents fully informed about the progress their children make. This helps parents to develop good relationships with the setting and be very involved in their children's learning.
- Staff provide a wide range of activities that follow children's interests. They make sure that children who prefer to learn outdoors can explore all areas of the curriculum.
- The staff team provides a warm and caring environment that welcomes children and their families. The small team works closely together and communicates well with each other to meet children's needs. Children form good relationships with their key person and other staff, which helps them to feel safe and secure.
- Staff supervise children vigilantly to help maintain a safe environment. They ensure children are able to make their own play choices and can move around the indoor and outdoor areas safely.
- The arrangements for performance management are not always focused enough on evaluating the quality of staff teaching to continually identify areas for enhancement.
- On occasions, adult-led activities are not successful in capturing all children's interest or challenging children of different ages and mixed abilities.
- When children first start attending, assessments of their learning are not sharply focused on what they already know and can do, to help them make more-rapid progress.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to review the quality of teaching and help staff to continually reflect on ways to promote children's learning to the highest levels
- review some adult-led activities, offering more-consistent differentiation and challenge for children of varying ages and abilities
- gather more-detailed information when children first start that focuses more sharply on what they already know and can do, to help raise their achievement even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a parent during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of leadership and management is good

The new manager follows secure procedures to check the ongoing suitability of all staff. Safeguarding is effective. All staff have attended safeguarding training and know their role and responsibilities for dealing with any child protection concerns that may arise with the children in their care. The nursery has a clear safeguarding children policy which informs staff of their responsibility to act on any concerns they may have about children. This ensures children's safety is fully promoted. The manager recognises the importance of training and how this can improve outcomes for children. Overall, the manager and staff evaluate their practice and identify areas of development for the nursery. They use these reflections to make and plan improvements to their current practice.

Quality of teaching, learning and assessment is good

Children enjoy their time at the nursery. They have opportunities to participate in a good range of interesting activities, indoors and outside. For example, they enjoy playing with water beads and describe how they 'bounce' and feel like 'jelly'. Staff use this opportunity to support children's mathematical skills. For example, they help children to count how many scoops it takes to fill the container and introduce language of shape and size while they play. Children are able to convey their views and thoughts well, as staff allow them time to talk. Staff are good at encouraging children to listen to what they are saying. This contributes to the building of good relationships and children's listening skills. Staff support children to investigate through their own and planned experiences. For example, older children extend their investigation skills and search for a spider's web in the garden. This helps improve their understanding of the world.

Personal development, behaviour and welfare are good

Staff develop good relationships with children. They are good role models and treat children with kindness and respect. In turn, children learn how to develop strong friendships with others. Young children are actively involved in their play, confidently selecting and exploring resources. Effective systems are in place to manage children's behaviour. Staff praise children's efforts and achievements. As a result, children are secure and settled, and develop a good sense of belonging. Children are gaining a growing awareness of healthy lifestyles, and staff provide them with a wide range of nutritious snacks and meals. They relish the outdoor play opportunities for physical play where they are able to run around, dig, climb, build and get lots of fresh air.

Outcomes for children are good

All children make good progress in their learning. They are confident, motivated and have fun as they learn. Children access a good selection of resources such as pencils, chalks and a selection of painting tools to practise their early mark-making skills. They learn to take turns, share and develop good social interaction. All children acquire skills that prepare them well for the next stage in their learning and going to school.

Setting details

Unique reference number	EY291063
Local authority	North Yorkshire
Inspection number	10086447
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 3
Total number of places	40
Number of children on roll	21
Name of registered person	Cornforth, Marian Joan
Registered person unique reference number	RP511346
Date of previous inspection	19 November 2018
Telephone number	01642 700406

Goulton Grange Day Nursery registered in 2004 and is located in Northallerton, North Yorkshire. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, two hold appropriate early years qualifications at level 3, two at level 2 and two are unqualified. Opening hours are from 7am to 6pm on Monday to Friday, for 48 weeks of the year. The nursery closes on bank holidays.

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