

Inspection of Grandpont Daycare

The Mulberry Room, Grandpont Nursery School, Whitehouse Road, OXFORD OX1 4QH

Inspection date:

12 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a range of good-quality resources that appeal to children. They encourage children to make choices about what to do. They plan activities around children's interests to encourage them to join in. However, staff are not ambitious enough for children. They do not make good use of children's initial enthusiasm for play experiences in order to help ensure these also provide consistently meaningful learning. Children, although generally happy and busy, engage in low-level play for much of the day. This does not consistently help them build further on existing skills.

Children benefit from lots of fresh air and exercise. Staff are good role models for children and show that they enjoy being outside whatever the weather. Children show the same enthusiasm. For example, they happily play outside in the rain, laughing as they splash in puddles. There are plenty of opportunities for children to develop their movement and coordination. For example, children manoeuvre wheeled toys around the winding paths and run up and down the deliberately uneven terrain.

Overall, staff are caring and kind. They speak warmly to children. Children feel at ease and safe with staff. Key staff spend extra time with children who are new to the setting to help them settle in. Staff use this time well to form bonds with children. Staff do not always recognise when very young children demonstrate through their actions that they want to join in with activities. Sometimes, these children go for too long without enough interaction from staff to make them feel fully included in the routines of nursery life.

What does the early years setting do well and what does it need to do better?

- The provision has been through a period of change. For example, there is less support now available from senior staff at other settings that operate from the same premises. The governing body is aware that improvements are needed and is putting together a clear action plan to make them. They are very committed to supporting staff to make the necessary improvements.
- Current arrangements for monitoring staff's practice are not fully effective. The manager reports that she does not observe staff regularly because they find it intrusive. Although staff have regular opportunities to discuss their performance, they are not provided with clear enough guidance to help them develop their teaching skills further.
- The manager does not have high enough aspirations for older children's ability to learn. For example, a home corner has only recently been introduced because the manager thought children would not be able to use it meaningfully. Older children show they appreciate this new addition very much. They recreate

routines from home, such as making drinks and laying the table for meals.

- There is a busy and jolly feel to the provision. Children are keen to play and learn. However, very young children, although not distressed in any way, sometimes appear a little lost in this environment. They spend too much of their time walking about without real purpose.
- Staff find current assessments overly burdensome and are not using them well enough to identify clearly and precisely what each child needs to learn next. This leads to key staff not always having a detailed enough plan for children's future learning. For example, staff identify that they want to help some younger children learn new words, but are unclear how they are going to do this.
- Staff plan activities they know children will enjoy. They are less confident about how to extend this planning so that children are also challenged in their learning. For example, they take children to wooded areas because children enjoy this experience, but do not plan precisely how they will further extend children's knowledge and skills once there.
- Parents speak very highly of the staff. They appreciate the regular feedback about their child's day. They find staff approachable and helpful. They report that their children love attending and sometimes are sad on the days they cannot do so. Staff ensure there is a consistent approach with parents to meeting children's care needs and helping older children become more independent in their toileting.
- Staff provide good levels of support for children with special educational needs and/or disabilities and adapt what they do so that these children can join in well with routines and activities. All children behave well. For example, they get ready for mealtimes in an orderly way.
- Staff are very inclusive. They welcome all children and families equally. However, they do not give enough attention to how they can introduce children to meaningful experiences that help them begin to develop their understanding of diversity and different cultures.

Safeguarding

The arrangements for safeguarding are effective.

Staff show a strong commitment to keeping children safe. They undertake regular training to help them maintain a thorough understanding of how to recognise and respond to signs that a child may be at risk of harm. When necessary, staff work closely with other professionals to ensure children are kept safe. Staff understand the need to prioritise children's safety and well-being. For example, they know how to report concerns beyond senior managers if they were ever to be unhappy with the action they planned to take in regard to concerns raised about a child. Staff supervise children closely while encouraging them to take appropriate risks. The premises are safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
monitor staff's practice more closely so that support and guidance for the manager and staff are more precisely focused on raising the quality of the curriculum and teaching	01/02/2020
plan and deliver learning experiences that consistently motivate children to learn and that provide good levels of challenge and support for all children, including the youngest and those who are older and most able	01/02/2020
improve the use of assessments so that staff clearly identify ambitious next steps for each child's learning and plan effectively to help children achieve these.	01/02/2020

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

- provide children with a wider range of experiences that help them learn about the similarities and differences between themselves and others.

Setting details

Unique reference number	134989
Local authority	Oxfordshire
Inspection number	10108487
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 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Grandpont Daycare Committee
Registered person unique reference number	RP909995
Telephone number	01865 242900
Date of previous inspection	19 June 2015

Information about this early years setting

Grandpont Daycare opened in 2001. It operates from Grandpont Nursery School in the Grandpont area of Oxford. It is open each weekday from 8am to 6pm during term time and school holidays. It provides wrap-around care during term time in the form of a breakfast club, after-school club and full or sessional day care. The provider is in receipt of funding to provide free early education to children aged two years. There are 12 members of staff. The manager holds a level 3 qualification and eight other staff members hold relevant childcare qualifications.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The manager and the inspector completed a learning walk and the manager explained how the provision is organised.
- The inspector and the manager completed a joint observation and evaluated the quality of teaching and learning they observed.
- Parents and children shared their views and the inspector took these into account.
- The inspector held meetings with the manager and other senior staff at convenient times during the day.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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