

# Inspection of The Grosvenor Day Nursery

Church Hall, Grosvenor Place, Exeter EX1 2HJ

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Inspection date: 8 January 2020

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Leaders do not evaluate the setting or monitor the quality of teaching and learning accurately enough to identify significant weaknesses. Staff do not have appropriate expectations for children and do not take children's individual learning needs into consideration when they plan activities. Too often, adult-led activities are too difficult or are too easy, and so children lose interest. Children spend large amounts of time playing silently or with limited interaction from adults, including those children for whom staff identify next steps in learning relating to speech. Staff do not help children make good progress in preparation for their later learning, including school.

The provider and staff risk assess the premises appropriately and create attractive play spaces for children. Children enter the setting contently and feel safe in staff's care. Staff give children who are upset reassuring cuddles and distract them with toys to help them settle in. Overall, children behave well. They listen to instructions from staff, such as to tidy up, and play well together generally. However, at times the limited stimulation and interaction from staff leads to some minor disagreements between children. Similarly, children are not supported well to concentrate and develop a positive attitude to learning.

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

- Self-evaluation is ineffective. Leaders do not have an accurate insight of what is happening at the setting. They do not monitor the quality of teaching or activity planning closely, to enable them to provide effective support and coaching for staff. This breach of requirements was also raised during Ofsted's last visit to the setting. Staff do not have a secure understanding of how children learn, to enable them to plan appropriate activities. For example, they do not recognise the need to teach children fundamental skills, such as developing their strength, coordination and dexterity needed for later learning, such as writing.
- Although staff plan activities that have the potential to interest children, they do not link these closely enough with the children's learning needs to provide challenging experiences. For instance, when making a banana cake, staff limit the children's involvement to taking turns to stir the already mixed ingredients in a bowl. Some children leave before their turn as they are not engaged. Staff give babies and toddlers magnetic letters in jelly with the intention of teaching them to pour and learn about the letters. These activities do not support children to be curious and take risks, or build on what they know and can do.
- Staff talk to children at times, but this is inconsistent. Children of all ages play and explore for long periods of time with little or no interaction from adults and some children sit silently during group activities and mealtimes.
- Children settle well at their chosen activities by themselves. For example, they

choose to look at books and pretend to make and eat role-play food.

- Staff know the children well and meet their care needs promptly. For example, they give babies a bottle and put them down for a nap when they seem hungry and tired. Staff help older children learn to manage their toileting needs and to put on and take off their coats independently. Staff assess children accurately to identify where children might benefit from additional support from outside agencies. They share information with parents about children's learning and progress to keep them up-to-date.
- Despite having a good understanding of the importance of working with other settings children attend, leaders do not communicate well enough with parents and staff to identify when children do attend other settings. As a result, they do not share information with all those working with children from the start, to enable consistent care and learning for children.
- Leaders reflect on some aspects of the children's experiences appropriately. For instance, they have moved the books in the pre-school room away from the front door which was disturbing children, to create a quieter area for children to settle.
- Leaders ensure staff understand and implement health and safety procedures, such as keeping the register of children's attendance up to date and sharing information with parents about accidents and incidents.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular training to update their safeguarding knowledge and ensure they have a robust knowledge of their responsibilities to protect children. They know how to recognise signs that a child's welfare might be at risk of harm and how to refer any concerns to the relevant authorities. Staff are also clear on the procedures to follow for wider safeguarding matters, such as if they have any concerns about their colleagues, or that children are being subject to extremist views and behaviours.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure leaders monitor children's education closely to check that staff have appropriate expectations for children across all areas of learning	05/02/2020

improve the support and coaching for staff to ensure they have a secure understanding of how children learn, and to enable them to target children's individual learning needs effectively	05/02/2020
improve staff's planning of activities to provide good challenge and stimulation for all children, to engage them in their learning and help them make good progress	05/02/2020
improve staff's interactions with children to provide the support and encouragement for children to practise and develop their thinking, listening and speaking skills	05/02/2020
form links with other settings attended by children and share information about their care and learning, to enable consistency in their experiences.	05/02/2020

## Setting details

<b>Unique reference number</b>	EY472686
<b>Local authority</b>	Devon
<b>Inspection number</b>	10075640
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	The Grosvenor Day Nursery Partnership
<b>Registered person unique reference number</b>	RP533303
<b>Telephone number</b>	01392 279777
<b>Date of previous inspection</b>	15 July 2016

## Information about this early years setting

The Grosvenor Day Nursery registered in 2014. The nursery operates from a converted church hall in Exeter, Devon. Children have access to an outdoor play area nearby. The nursery is open each weekday from 7.45am to 6.15pm, all year round. It has 14 staff. Of these, one has a relevant qualification at level 5, two at level 4, seven are qualified to level 3 and one is qualified to level 2. The nursery provides funded nursery education places for children age two, three and four years.

## Information about this inspection

**Inspector**  
Sarah Madge

## Inspection activities

- The inspector carried out joint observations with a leader to reflect on the quality of teaching and learning during adult-led activities.
- Observations were carried out of staff working with children of all ages.
- The views of children, parents and staff were taken into account.
- The inspector held discussions with a leader to ascertain their understanding and implementation of the requirements of the early years foundation stage.
- A selection of documents were sampled, including recruitment and vetting records, training and qualification certificates, and activity planning.

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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