

Report for childcare on domestic premises

Inspection date: 16 August 2021

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

The provider and staff do not work closely enough with some parents and other professionals to find out about children's family circumstances and their care at home. Consequently, children and their families do not receive consistently good support.

Staff have high expectations for children's learning, overall. Children enjoy their time at the setting and develop the skills and knowledge to prepare them well for later learning, including school. They enthusiastically recall what they have learned previously. For example, pre-school children talk knowledgeably about the letters and sounds they have already learned about.

Due to COVID-19 (coronavirus), parents do not enter the premises currently. Nonetheless, children's warm relationships with staff help them to feel safe, secure and welcome at the setting, so children arrive confidently and happily. Children behave well and develop good social skills. For example, babies happily push toy cars back and forth with adults and wave at the pre-school children who walk past their room. Pre-school children kindly inform staff when their friends share the resources nicely with them, to prompt staff to praise their friends for their positive behaviour.

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

- The provider and staff do not work as well as they could with some parents to find out about children's family circumstances and their care at home. For example, when they notice families may be struggling, they do not do enough to understand about the children's home lives. As a result, the provider and staff do not work with other professionals to access the right help and support, to meet the children's needs fully.
- The provider and staff create an attractive and stimulating environment and make good use of children's interests to motivate them to explore and investigate. Staff plan a broad curriculum and provide challenging experiences that help children to make good progress. For example, they plan activities to develop children's hand strength and dexterity when they recognise that some children need more support to dress themselves. This helps children to learn the necessary physical skills to be able to put on clothes.
- Although the provider promotes staff's professional development, such as with ongoing training, she does not monitor their practice or provide support and coaching as effectively as possible. Consequently, staff do not recognise how to make best use of children's play and activities to target their next steps more consistently, particularly for children who may require additional help.
- Staff work closely with parents to encourage and support children's learning at

home. For example, they provide activities for children to do at home and invite parents to share their observations about their children's achievements.

- Staff read stories to children in engaging tones, successfully capturing their attention. Children develop an interest in books from a young age. Staff teach children new words and support them to express themselves confidently. However, staff do not engage the pre-school children in discussion as often or effectively as they could to extend their communication and language skills even further. For example, on occasion, staff ask too many questions that only require a short response and use some words that the children do not understand.
- Staff are kind, patient and show children respect, such as when asking for babies' permission to change their nappies. Children know the daily routines and understand staff's expectations for their behaviour. When it is time to tidy up the toys, pre-school children immediately begin singing the 'tidy up' song and children of all ages join in to help pack everything away. Children learn to use good manners, such as saying 'please' and 'thank you' and not to speak with their mouth full.
- Children learn to assess risk for themselves to help keep themselves safe. For example, pre-school children think carefully about whether they feel comfortable to jump from balance beams and some consequently decide to lower themselves to the ground.
- Staff are skilled at allowing children the time and space to try to do things for themselves. Children are determined and show perseverance to manage tasks independently. For instance, when staff offer to help pre-school children take off their apron, the children politely decline and continue trying until they succeed.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff complete safeguarding children training regularly and have a secure understanding of child protection and wider safeguarding matters. They are confidently able to identify any concerns and report them appropriately. Staff are clear about the need to report any concerns about staff immediately to those with lead safeguarding roles and the relevant authorities. Risk assessment is effective in helping the provider to ensure the premises are safe and secure. Staff know about the children's allergies and health issues and cater to children's individual dietary needs, to help keep children healthy and safe.

What does the setting need to do to improve?

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

	Due date
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improve partnership working with parents and other professionals to ensure children and their families receive any additional help and support they require to meet their individual needs.	06/09/2021
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To further improve the quality of the early years provision, the provider should:

- monitor and support staff to help them target all children's individual next steps in learning more consistently, particularly for children who may require additional help
- develop the communication and language programme to give older children more encouragement and support to extend their speaking skills further.

Setting details

Unique reference number	104599
Local authority	Devon
Inspection number	10205121
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 8
Total number of places	34
Number of children on roll	41
Registered person unique reference number	RP510843
Date of previous inspection	19 June 2018

Information about this early years setting

Grafton Childcare registered in 1991. The nursery is open every weekday, all year round from 7am to 7pm. It receives funding to provide free early education for children aged two, three and four years. There are 13 members of staff who work with the children, 10 of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector viewed the premises available to children and considered staffing arrangements.
- The provider and teacher took the inspector on a learning walk to share what they want the children to learn at the setting.
- The inspector spoke with children, their parents and staff to take account of their views and experiences of the setting.
- The inspector carried out a joint observation with the provider to consider the quality of teaching and learning during an adult-led activity.
- A meeting was held between the inspector and provider to discuss the running of the setting.

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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