

Inspection of Grange House Day Nursery

Smithy Lane, Little Sutton, Ellesmere Port CH66 3RP

Inspection date: 17 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in this warm and welcoming nursery. They are supported by kind and caring staff and quickly develop close bonds with their key person. Children are confident to lead their own learning and make choices about what they want to play with or do. For example, babies delight in experiencing the different textures of silk scarves and foil as they play with 'under the sea' puppets following a favourite story. They babble and listen carefully as staff speak to them.

Staff know the children well and develop warm and caring relationships with them. They are kind and reassuring. Children cuddle up to staff when they need comfort. Children are happy, safe and behave well. They confidently talk to authorised visitors and invite them to join in with their play. For example, older children demonstrate impressive social skills and eagerly discuss with the inspector how they care for the tomatoes and carrots in the nursery vegetable plot. They remind their friends not to pick the green tomatoes as they are not 'ripe' enough for them to eat at teatime.

Due to the COVID-19 (coronavirus) pandemic, the setting has reduced the time parents are in the setting. The recent introduction of new electronic systems have helped to ensure effective communication between staff and Parents. Parents appreciate the regular updates from staff on their child's learning and progress.

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

- The new owners and manager are passionate about providing high-quality early years provision. Positive changes have been made to monitor and support staff in their role. However, recently introduced procedures for staff supervisions are in their infancy. The monitoring of staff is not yet focused sharply enough on raising the quality of individual teaching to the highest standard. Nevertheless, staff undertake a range of professional development opportunities and feel well supported by the new leaders and manager.
- Overall, the quality of teaching is good. Staff develop an exciting curriculum based upon children's interest and their knowledge of what the children need to learn next. More recently, staff have focused on ensuring that children feel settled, confident and emotionally prepared for learning. Staff engage in children's play. They ask questions and encourage children to talk about their ideas. Occasionally, however, some staff focus their support on the older and more confident children. This means that sometimes the learning opportunities for quieter children are not fully utilised.
- Children are supported well to develop a love of books and stories. Staff provide cosy and inviting reading areas, where children handle books with care. Children of all ages enjoy looking at picture books and listen intently as staff read stories

in an expressive way. Staff encourage children to participate and make predictions about what will happen next.

- Children are becoming independent learners. Older children put on their own coats before going outside and serve their own food at mealtimes. Robust hygiene procedures are in place, and children wash their hands and explain why they need to do so. For example, they confidently explain the need to 'wash away the germs'. Children enjoy a variety of delicious home-cooked meals prepared by the nursery cook. They develop a positive attitude towards leading healthy lifestyles and enjoy a range of sports and outdoor activities.
- The manager implements a wide range of recently reviewed policies and procedures effectively, including complaints, whistle-blowing and the use of mobile phones and cameras. Staff conduct daily risk assessment checks to ensure that the environment is safe and secure. They teach children to manage their own risks. For instance, staff remind children of the importance of looking at their feet and stepping carefully as they ascend the climbing frame.
- Parents speak very highly of the nursery leaders and the friendly staff team. They are pleased with the progress their children make, particularly in developing confidence and communications skills. Written testimonies provided by parents thank the nursery for 'providing a safe, stimulating and happy learning environment'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to ensure children are safe. Staff undertake regular safeguarding training to update their knowledge. They have a good understanding of the signs and symptoms of abuse and of wider safeguarding issues. Staff know the procedures to follow if they have a concern about a child in their care, as well as the whistle-blowing procedure. The manager implements robust recruitment and vetting procedures, she undertakes robust suitability checks to ensure that only those suitable to work with children do so. Staff are vigilant in keeping children safe from harm and supervise children effectively at all times.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff performance and focus even more precisely on identifying how individual staff may raise the quality of teaching to the highest level
- support staff to be more attentive to the needs of quieter, less-confident children in order to challenge children fully to develop their thinking and problem-solving skills as they play.

Setting details

Unique reference number	305075
Local authority	Cheshire West and Chester
Inspection number	10202547
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 at time of inspection	0 to 5
Total number of places	51
Number of children on roll	99
Name of registered person	Grange House Day Nursery Company Limited
Registered person unique reference number	RP907370
Telephone number	0151 339 9175
Date of previous inspection	23 January 2017

Information about this early years setting

Grange House Day Nursery registered in 2000. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and 13 are qualified to level 3. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6.15pm. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the setting has 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 quality of teaching was observed indoors and outdoors and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery manager and the intent of the curriculum was discussed.
- The inspector evaluated an activity with the nursery manager.
- Regular meetings were held with leaders. During this time, policies and procedures were discussed and checks completed, such as the suitability of all staff.
- Parents shared their views with the inspector during discussions and also in written form.
- Children and staff were spoken to throughout the inspection.

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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