

Inspection of Grandpont Daycare

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

Inspection date:

28 September 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised. The leadership team has failed to meet the requirements of the early years foundation stage. Additionally, they fail to ensure that all staff are confident in their roles and responsibilities. As a result, children's safety and well-being is compromised. For example, during free play, children play and run with food in their mouths. Staff fail to recognise this risk. This significantly hinders children's safety. Despite this, children settle in the nursery well. They demonstrate that they feel confident as they arrive. For example, they separate from their parents with ease and quickly settle to the activities available to them. Children benefit from warm relationships with their key person.

Children's progress is variable due to inconsistency in the quality of teaching. At times, some younger children are taken away from activities that they are happy and engaged in. They show frustration at this. Staff often spend their time carrying non-mobile children around the nursery. During this time, the quality of teaching for these children is, at times, limited. Despite this, other children show excitement as they build a train set and play cooperatively with each other. They laugh as they explore with sound tubes and enjoy singing and storytelling.

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

- Leaders fail to ensure that all information relating to children's care is recorded. For example, registration documentation does not include who has parental responsibility. In addition, Ofsted are not made aware of personnel changes in management and the committee. This means Ofsted have not been able to complete suitability checks on all committee members.
- Leaders do not provide sufficient supervision to all staff, to help them feel supported and to target weaknesses in practice. Staff do have half-term meeting and training days and most staff are qualified. However, they do not access professional development opportunities, including supervision, to identify and improve significant weaknesses in teaching.
- The nursery has had several changes in staffing since the last inspection. This has had an impact on the quality of education that the children receive. The leadership team and staff are aware of the curriculum intent and they plan a suitable programme of activities, to support the children's individual learning. However, this is not always fulfilled purposefully by staff to offer meaningful learning. For example, during the inspection, staff intended to develop children's communication skills as they explored the texture of dough. However, staff did not extend this teaching to all children to support their listening, understanding and speaking skills. Despite this, children show they are making progress from their starting points.
- Children who have special educational needs and/or disabilities and receive

additional funding are supported very well. They enjoy making choices from a range of activities as they arrive. These activities support all areas of learning well.

- Staff help children develop an understanding of positive behaviour. Children behave well, take turns with others during play and share the toys well.
- Children enjoy playing outdoors. They develop their large physical skills, as they ride on bikes and climb on the large apparatus. Children have fun exploring a variety of puzzles. They learn about similarities and differences between themselves and their friends.
- Children enjoy a range of healthy snacks, which are prepared by all staff on a rota system. However, not all staff have received training in food hygiene. This poses some risk to children's well-being and personal development. The nursery is safe, however, procedures to ensure children's safety when eating are not always maintained.
- Parents have not been able to enter the setting due to the COVID-19 (coronavirus) pandemic. Despite this, they are complimentary about the nursery, overall. However, feedback at the end of the session does not give parents enough information about how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff have a poor understanding of their safeguarding responsibilities. They are not confident in recognising signs and indicators that a child may be at risk of harm. Furthermore, staff are not up to date with changes in safeguarding legislation, including the 'Prevent' duty guidance. This does not safeguard children effectively. There is an appropriate written safeguarding procedure in place. However, not all the required information about children is obtained. For example, leaders fail to establish who has parental responsibility for children. Suitable recruitment processes are in place and all staff have a Disclosure and Barring Service check.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take immediate action to ensure staff have an up-to-date knowledge, and understanding about safeguarding legislation, and government initiatives to keep children and their families safe	26/10/2021

implement regular staff coaching and supervision to review the quality of teaching, identify training needs, and ensure all staff have the skills and knowledge to fulfil the requirements of their role	26/10/2021
ensure all risks and hazards to children's safety are identified, removed or minimised; specifically, in regard to children eating while playing	26/10/2021
ensure that staff who prepare and are responsible for food receive training in food hygiene	26/10/2021
establish a regular two-way flow of information sharing with parents on the range and type of activities and experiences provided for children, and how parents can support learning at home	26/10/2021
provide Ofsted with the required information to check the suitability of members of the committee	26/10/2021
ensure sufficient information is held about each child, including details about who has parental responsibility	26/10/2021
improve staff's implementation of the curriculum to ensure that all children receive the support they need to make good progress.	26/10/2021

Setting details

Unique reference number	134989
Local authority	Oxfordshire
Inspection number	10135732
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	1 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Grandpont Daycare Committee
Registered person unique reference number	RP909995
Telephone number	01865 242900
Date of previous inspection	12 December 2019

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 wraparound 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. The nursery employs seven members of staff, of whom five have appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders explained the nursery curriculum during a learning walk with the inspector.
- One of the leadership team and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the nursery through discussions with the inspector.

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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