

Inspection of Grandpont Daycare

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

Inspection date: 11 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the setting. They are confident to come in and separate from their parents well. Children are curious and make independent choices relating to their learning and the activities they wish to participate in. For example, they can choose, for most of the day, whether they wish to play inside or out. In the garden, children enjoy propelling balance bicycles, climbing, digging in the sand and transporting water in the mud kitchen. This ensures the setting is inclusive for those children who prefer to learn outdoors.

Children form positive and nurturing relationships with staff and each other. They show great delight when their friends arrive and greet them warmly. Children understand the routines of the day. For instance, they collect their coats to go outside and happily settle when it is time to sleep. Children understand the high expectations of staff. They know to pick up books from the floor in case they slip on them. Children explore their feelings and understand how to treat their peers with respect. Staff develop appropriate strategies for those who find sharing and interacting with others more difficult. Children use mirrors to learn about facial expressions and read stories to reinforce the messages. As a result, children behave extremely well.

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

- Leaders and managers have made vast improvements since the last inspection. They are passionate and have a clear vision for where they want the setting to be. Leaders and managers are ambitious to provide quality learning for all children. They have received effective support from the interim headteacher and local authority. As a result, the quality of provision has improved significantly.
- The manager and staff provide an effective curriculum. They have a clear idea of what they want children to learn. They base this on children's interests, individual needs, favourite books and experiences. This builds on what children know and can do when they start. Consequently, children make good progress and are ready for the next stage in their learning.
- On the whole, staff support children and their learning well. They demonstrate, explain and narrate to children while engaging in activities. However, at times, staff discourage children from exploring with all their senses, for example when playing with ice. Additionally, staff interrupt small-group times to talk to other adults. As a result, this interrupts children's learning and limits their experiences.
- Staff focus on supporting children to develop their communication and language. They introduce new words, encourage conversations and children are able to share their thoughts and ideas. However, on occasion, staff do not use the correct words to reinforce language and vocabulary. Therefore, children are not always exposed to the accurate use of words.

- Children enjoy sociable mealtimes with their friends and staff. Overall, adults support children to learn about healthy choices and lifestyles. Although, they do not always teach children about appropriate practices to stop the spread of infection, for example reminding children to cover their mouths when coughing. Therefore, this could expose children and staff to germs and infectious illnesses.
- Leaders and managers work effectively in partnership with other settings that children attend as well as outside agencies. For example, they share concerns about children's welfare or their learning. This meets children's individual needs and ensures they are kept safe.
- Staff use counting in everyday routines and activities. They also talk about numbers and size when singing songs and reading books. Therefore, children are beginning to learn early mathematical concepts.
- Leaders have a clear understanding of their roles and responsibilities. They are ambitious for the staff team and encourage them to attend regular training. Staff meet with leaders regularly to discuss their practice and any concerns. Consequently, they develop their knowledge and skills and provide quality care to children.
- Parents speak highly of the setting. They value the verbal feedback from staff about their children, in addition to the information they receive online and through documents. Parents also appreciate the sharing of ideas and activities for home learning. This contributes towards positive parental partnerships, which helps to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete effective risk assessments to ensure children access a safe and secure environment. Staff demonstrate a secure knowledge and understanding of safeguarding procedures to keep children safe. They understand how to report any concerns about children's welfare or the behaviour of another adult. Staff are also aware of wider safeguarding issues, such as the risk of radicalisation and county lines. Through induction processes and ongoing support, staff remain alert to their responsibilities to keep children safe. Leaders follow appropriate procedures when recruiting staff. This ensures those working with children are suitable to do so.

What does the setting need to do to improve?

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

- develop staff's understanding of how to better support children, to avoid interrupting or limiting their learning
- support staff to use the correct words to reinforce children's language and vocabulary precisely

- reinforce children's understanding of healthy practices to prevent the spread of infection.

Setting details

Unique reference number	134989
Local authority	Oxfordshire
Inspection number	10210424
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 3
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	28 September 2021

Information about this early years setting

Grandpont Daycare opened in 2001. It operates from Grandpont Nursery School in the city of Oxford. It is open each weekday, from 8am to 6pm, all year round. It provides full or sessional day care, with the addition of wraparound care during term time, in the form of a breakfast club and after-school club. The provider employs 11 members of staff; six have appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned small-group activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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