

Report for childcare on domestic premises

Inspection date: 1 July 2022

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

The provision is good

Children are happy, confident and settled in this homely environment. They are warmly greeted by kind and caring staff. Children are encouraged to explore, experiment and create as they play with authentic, open-ended resources and recyclable curiosities. For example, older children decide to entertain their friends. They place a range of metal items, including teapots, jugs and pots on a wooden platform and use various objects to make different sounds as they sing their favourite songs and rhymes. Staff skilfully extend their play by challenging the children to change the tempo and rhythm of the sounds. There is lots of laughter and delighted smiles.

Staff have high expectations for all children. They record what they intend for every child to learn and share ideas about how they will identify each child's achievement. This helps to ensure their curriculum has the desired impact. Enthusiastic staff support children to show very positive attitudes to learning, through high levels of curiosity, concentration and enjoyment.

Children are confident and play very well together. They consistently keep on trying to complete their chosen activity and show good resilience. Children politely ask their friends to share resources and respond positively to requests for help. Staff and children show high levels of respect for each other. Children's behaviour is exemplary.

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

- The dedicated owner leads and manages the staff team very well. They share her passion for children to be thinkers, doers, and investigators. For example, children carefully place recycled golf balls into various chrome funnels attached to a garden wall. They excitedly watch the balls travel down the open-topped pipes to the bottom trays. Children display high levels of concentration and work out where to place corks to prevent the golf balls' exit. They show great pride in their success and enthusiastically tell staff about their achievements.
- Children thoroughly enjoy their weekly visit to a local nature reserve. They learn how to take risks as they climb and use their imagination to be pirates or fairies as they play on fallen trees. Children keenly search the ground to find various natural resources and bring them back to share with their nursery friends. Staff skilfully extend children's learning by placing the found items in water trays to freeze. Children excitedly use different tools and problem-solve how to break the ice to reveal their 'treasures'.
- Parents and staff share the owner's ethos to promote a 'green and eco-friendly' environment. For example, for daily teeth-cleaning, older children use bamboo toothbrushes and organic, natural toothpaste. Aprons made from recycled plastic

and cloth nappies are provided for babies and toddlers. Children show they understand the importance of recycling and how to be kind to living things.

- The manager and staff develop a highly ambitious, broad and rich curriculum for building children's communication and language. They understand what they want children to learn. Children enjoy listening to well-read stories and happily join in with singing songs and rhymes. Older children are learning the phonic sounds of letters. However, occasionally, staff do not talk about what each child is doing or what is happening. Children are therefore not getting the experiences they need to help them to learn and use new vocabulary and language structures and to take part in back-and-forth interactions with increasing skill.
- The experienced and keen cook provides healthy home-cooked meals. He provides a diverse menu which facilitates to develop children's tastes. Mealtimes are social occasions where children learn good manners. For example, children wait for all their friends to be seated before they start to eat.
- Staff are knowledgeable about their role to help children who require additional support. They work collaboratively with other professionals and parents to provide targeted interventions to help all children achieve their full potential.
- Partnerships with parents are very effective. They are provided with many interesting resources and guidance to support their child's learning. For example, each week, children have a different book and accompanying soft toy to take home and each month they have a mathematical game to play with their family. Parents speak highly about their child's engagement and progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their role and responsibility to safeguard children in their care. They attend regular training and have a secure knowledge of the signs and symptoms that could indicate a child is more vulnerable or at risk of abuse. They know the correct reporting procedures to follow. There are clear procedures in place for staff recruitment and regular reviews help to ensure that adults are suitable to work with children. Staff complete thorough risk assessments and minimise hazards to ensure children can play in a safe and secure environment. Children behave to keep themselves and their friends safe and look after resources appropriately.

What does the setting need to do to improve?

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

- support staff to be more confident to implement the communication and language curriculum.

Setting details

Unique reference number	104599
Local authority	Devon
Inspection number	10205910
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	52
Registered person unique reference number	RP510843
Date of previous inspection	16 August 2021

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; 11 of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The manager, senior staff member and the inspector completed a learning walk together to look at how staff plan the curriculum to meet children's needs and development.
- The inspector viewed some documentation, including training certificates, the attendance register and insurance.
- The inspector spoke to parents to find out about their views on the care and education provided and took these into account.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of an activity with the manager.

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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