

Inspection of The Granary Nursery School

Hill Farm, Victoria Mill Road, Framlingham, WOODBRIDGE, Suffolk IP13 9SA

Inspection date:

22 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are confident and highly independent. They are exceptionally well behaved and have positive manners. The vibrant and engaging learning environment is outstanding. Children are highly motivated and curious. Children go for daily walks and enjoy picking apples and blackberries. They take these home to share and spontaneously cook crumble with them the next day, learning how they grow along the way. Children enjoy watching the tractors in the fields and call the nursery their 'tractor school'.

Children are imaginative and their play is inspirational. They are keen to experiment and try new things, such as mixing different-coloured water, herbs and petals to make potions. Children make cakes in the mud kitchen, using their hands as tools to pat the mixture. The cake is carefully decorated with herbs and petals to make patterns on the top. Children challenge themselves by carrying pots of potions, developing their physical strength and balance. They pay attention to detail and practise tasks over again to master them. Children engage the adults in their play, which is led by their own inquisitive natures and interests.

Children talk with confidence with their peers and adults. They display high levels of positive self-esteem and eagerness to join in. Children use a wide variety of vocabulary to describe and explain meaning. Everyday routines, such as mealtimes, are opportunities for children to talk and share experiences. They can share their feelings with others and make confident choices. Children make rapid progress in their prime areas of learning, preparing them for their next stages of education.

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

- The woodland area is an exceptional learning space. Children develop an understanding of boundaries and how to follow rules. They take risks and build resilience. Children use flags to identify areas where they can explore safely and are encouraged to take responsibility. Children climb trees and explore the natural seasonal environment. They collect firewood and cook on the fire pit. Children are excited to have the opportunity to peel vegetables and make chilli on the fire. They then sit on logs at base camp to enjoy their homemade lunch. These unique experiences build on lifelong skills and have an impact on what children know and learn.
- Practitioners are positive and enthusiastic about their roles. They are supported by an exemplary role model of a manager, who prioritises staff well-being. Practitioners feel valued at work and are committed to their professional development. The leadership team is confident in its role and shares the vision of the manager. Leaders work hard to reflect on practice and find innovative ways of developing practice. The focus of the nursery is clearly the children and

giving them the best possible start in the early years.

- The manager and her team have undergone training with a specific focus on speech and language. This has a significant impact on children's early communication skills. Practitioners communicate at the children's level and are skilful in asking questions. They sit and read stories together, with children listening attentively. Practitioners sing nursery rhymes and children join in with actions. They squeal with excitement as practitioners animate stories and rhymes. There is a clear embedded culture of the importance of early communication. Children are strongly supported by attentive, calm and nurturing practitioners. These high-quality interactions benefit children's learning, development and overall outcomes.
- Procedures are rigorous and embedded. There are clear expectations in place for children and practitioners. The positive culture of the setting promotes strong inclusive values. Children with special educational needs and/or disabilities make significant progress. They are supported by passionate practitioners who work in partnership with professionals. The nursery has positive links with the wider community and a range of local schools.
- Partnership working with parents is outstanding. Parents talk warmly about the nursery and the practitioner team. The communication between nursery and home is highly effective. Parents know their children are happy, safe and well cared for at nursery. The nursery shares information about how the children are progressing and supports them with learning at home. Parents speak highly of key persons and the time taken to help children to settle. The families are a welcomed part of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners and leaders are secure in their knowledge and understanding of safeguarding. They prioritise keeping children safe and provide appropriate supervision. Practitioners and leaders promote safety awareness with the children from an early age. The risk to children's safety is minimised by the robust procedures and risk assessments in place. Practitioners are fully aware of who to report any concerns to and the procedure to follow. They are knowledgeable of the possible signs of abuse and how to recognise those who may be vulnerable. Practitioners attend relevant safeguarding and child protection training, which is completed on a regular basis.

Setting details

Unique reference number	EY441058
Local authority	Suffolk
Inspection number	10235644
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	40
Number of children on roll	40
Name of registered person	The Granary Nursery School Limited
Registered person unique reference number	RP531328
Telephone number	01728621105
Date of previous inspection	13 September 2016

Information about this early years setting

The Granary Nursery School registered in 2012. The nursery currently employs 13 members of staff who work directly with children. Of these, 10 staff hold appropriate early years qualifications, including six at level 3, one at level 6, one apprentice and three with qualified teacher status. The nursery opens from Monday to Friday, during term time, with an occasional holiday club. Sessions are from 9am until 4pm, with earlier and later provision available by prior arrangement. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is that the manager wants 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 inspector observed the interactions between practitioners and children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022