

Inspection of Grange Farm Day Nursery

Twelve Acre Approach, Kesgrave, Ipswich, Suffolk IP5 1JF

Inspection date: 12 October 2022

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised. Despite there being a buzzer and camera on the front door, this is not consistently answered or monitored. Consequently, during busy times, the front doors are rarely shut properly and entry to the nursery is accessible to anyone. Children are not continually taught basic hygiene routines. Staff do not ensure that they help children, especially the younger ones, to clean their hands before they eat. Children's progress is not consistent as the curriculum is not ambitious or focused on what they need to learn next. Activities in the baby and toddler rooms lack excitement and challenge. Some daily routines, such as snack time, do not support children's understanding of appropriate social manners.

Nonetheless, all children are confident and form secure relationships with staff and their key person. Babies enjoy soothing cuddles from staff, while toddlers snuggle up to their key person to listen to a story. Pre-school children use their good communication skills to share their thoughts and ideas. They talk to staff about their favourite fruits to eat while they help staff to make a fruit salad. Toddlers find toy dolls, which they gently rock to sleep before laying them down in cots or buggies.

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

- The manager fails to ensure that all adults and children arriving at nursery are checked and verified before entering the building. In addition, she does not ensure that the main front doors are always securely closed, particularly at busy arrival and collection times. This compromises children's safety and welfare.
- Staff, especially those working with the younger children, do not always complete basic hygiene routines before giving them food. Sometimes, children start to eat their snacks with dirty or unwashed hands. This does not ensure their good health or help them learn the importance of good personal hygiene routines.
- The manager does not effectively monitor the implementation of the curriculum. It is not ambitious enough to enable children, especially the younger ones, to make good levels of progress. Staff generally know children's interests and next steps in learning. However, they do not use this information to plan relevant activities to support children's learning and development.
- Staff fail to provide activities that challenge, excite and inspire children's curiosity. For example, felt-tip pens and worksheets do not capture toddler's interest or motivate them to develop key early writing skills. Consequently, they quickly lose interest, occasionally knocking toys and resources off tables onto the floor.
- Children access different areas within the nursery. A quiet sensory room offers a

place to relax or listen to a story, while the main nursery rooms and gardens enable children to play as they wish, both inside and outside. However, at times, the organisation of the daily routines, particularly for toddlers, does not meet their needs. Toddlers become over excited while playing in the sensory room. Staff overlook the importance of allowing them time to run off this excess energy outside, before trying to settle them back to more focused activities. Consequently, toddlers are distracted and unable to concentrate.

- Partnerships with parents are not yet fully effective. Some parents comment that they would like more information about what their children learn and how they can support them at home. However, parents are able to speak to their child's key person regularly and take home their children's artwork from their individual drawers.
- Children enjoy playing outside in the fresh air. Pre-school children cooperate and play well together. They use their imaginative skills and real vegetables, such as carrots and potatoes, to create pretend soups and meals. These are proudly served to staff and their friends.
- The manager organises frequent staff supervisions and meetings to provide them with opportunities to discuss their own professional development and highlight any concerns about their key children. Staff are encouraged to undertake further training to update their knowledge and practice. Contact is made with other professionals should staff need further support or guidance.
- Staff make good use of additional funding. For example, they purchase textured balls and other resources to extend children's fascination with sensory and water play.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in safeguarding mean that children's safety and welfare is not assured. The manager and staff fail to ensure that the front doors are completely shut and secure in between parents and carers arriving or leaving. However, the manager and staff have a secure understanding of the signs and symptoms that may indicate that children are at risk of harm or abuse. They know what to do in the event they have any concerns. Staff understand the dangers posed to children through radicalisation. They know the signs to be alert to that may indicate children are being groomed or exposed to extremist behaviour.

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
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take action to prevent unauthorised adults from entering the premises	18/11/2022
ensure all necessary steps are taken to keep children healthy and prevent the spread of infection	18/11/2022
take action to provide all children with an ambitious curriculum that ensures they make consistently good levels of progress in relation to their starting points	18/11/2022
improve activities to provide greater levels of challenge and excitement that sparks and ignites children's curiosity and meets their individual learning needs	18/11/2022
improve the organisation of daily routines to ensure that younger children's needs are met consistently	18/11/2022
take action to improve and develop partnerships with parents to help support greater information sharing and continuity in children's care and learning.	18/11/2022

Setting details

Unique reference number	EY303065
Local authority	Suffolk
Inspection number	10147431
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	47
Number of children on roll	41
Name of registered person	Little Joe Limited
Registered person unique reference number	RP905992
Telephone number	01473 631 711
Date of previous inspection	13 October 2016

Information about this early years setting

Grange Farm Day Nursery registered in 2005. The nursery employs 11 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2 or above. The nursery opens all year round, from Monday to Friday. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Buckingham

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff 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.

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