

# Inspection of Grosvenor House Day Nursery And Pre-School

216 Melton Road, Edwalton, NOTTINGHAM NG12 4BS

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Inspection date: 3 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff warmly welcome children and their families into the nursery. The children enter happy and enthusiastic to learn. They form positive attachments with key persons, which supports them to feel safe and secure. Staff offer children lots of praise and reassurance to build children's confidence and self-esteem. Children have good manners. They say 'excuse me' to adults when they want to start a conversation. Children show a willingness to help their friends. For example, they help each other to change their shoes when they come in from outside.

Children of all ages show good physical development skills. Staff are proud of young toddlers when they stand up and take a first step. Babies are creative when they explore instruments, banging and shaking them to make a noise. Toddlers use their fine motor skills to cut up fruit and vegetables. Children have good opportunities to explore their own creativity and learn about different artists as they recreate the artists' styles. For example, children who show an interest in stickers are fascinated to learn how to create their own pictures using coloured dots. They listen in awe to staff who explain how they can use spray bottles and different-sized brushes to create firework pictures. Children see their artwork displayed attractively throughout the nursery. As a result, children feel proud of their achievements.

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

- The management team gives staff mental health and well-being a high priority. Staff receive ongoing support from the management team and room leaders to develop in their role, for instance to access higher-level qualifications. The impact of training is regularly reviewed. This contributes to the positive learning experiences children have.
- Children develop good language skills as staff model and introduce new words, such as 'whizz' and 'whoosh' when they learn about the noise fireworks make. Staff working with babies mimic the sounds they make. This places a value on babies' first attempts at talking. Children are confident speakers, and older children articulate themselves well in conversations with visitors.
- The nursery has a strong emphasis on children having a love of books. Books are available in every area of the nursery. Reading corners are inviting, cosy and include a selection of good-quality books. Staff show enjoyment in reading books to support children's literacy development. Parents can borrow books from the lending library to read to their children so they can share the nursery's aim to develop children's love of books.
- Staff know the children well. They use topics and children's interests to tailor learning experiences to their needs. The curriculum is sequenced and understood by staff. Overall, it builds on the skills children already know,

covering all seven areas of learning, to ensure children develop to their full potential.

- There are clear routines throughout the nursery day. However, sometimes, the transitions between activities and routines, such as lining up to go indoors and waiting for lunchtime, are not managed appropriately. This means that occasionally, particularly in the 'Pre-school 1' room, children do not follow instructions. They become restless and disengaged, and their usually good behaviour deteriorates.
- Staff encourage children to be independent in completing some tasks, for example getting changed into their indoor shoes after playing outside. However, occasionally, staff carry out tasks that children could do for themselves. One example of this is staff wiping toddlers' hands with a wet wipe prior to snack time.
- Children eat a range of healthy and well-thought-out meals that reflect and meet their dietary requirements. A colour-coded plate system helps to ensure that children who have allergies or food preferences receive the correct meal. This contributes to children's health and well-being.
- Children have the opportunity to explore their creativity and interact with adults from beyond the nursery when an external music teacher visits. Children enjoy the structured music and movement sessions. They also interact when the 'music man' plays his guitar and moves among them as they play.
- Partnership and communication with parents are good, and they receive lots of support and information. The staff hold webinars to help parents understand how to support children's learning further at home, for example how to help their children to be ready to start school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The acting manager and her team understand their role and responsibility to keep children safe. All staff attend regular training to keep their knowledge up to date. They can recognise the signs that indicate a child may be at risk of harm. Staff know the procedure for reporting concerns about a child and allegations against staff to the relevant authorities. The acting manager regularly tests staff safeguarding knowledge with quizzes and on-the-spot questions. The acting manager follows safer recruitment procedures and checks to ensure all staff employed are suitable to work with children. The procedure for collecting children is strong and adhered to by staff and management.

## **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 strengthen transitions between activities and routines so that

- children remain focused and engaged in learning opportunities
- further develop children's independence skills consistently.

## Setting details

<b>Unique reference number</b>	EY484837
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10236588
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	145
<b>Number of children on roll</b>	147
<b>Name of registered person</b>	Child's Time Ltd
<b>Registered person unique reference number</b>	RP902620
<b>Telephone number</b>	0115 7840260
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

Grosvenor House Day Nursery and Pre-School registered in 2014 and is located in Edwalton, Nottingham. The nursery employs 45 members of childcare staff. Of these, 31 hold appropriate early years qualifications at level 3 and above, including three who hold an early years degree and four with qualified teacher status. The manager holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Sharon Alleary  
Kate Scheel

## 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 acting manager and has taken that into account in their evaluation of the nursery.
- The acting manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspectors during the inspection.
- The inspectors 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 inspectors carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of written feedback offered.

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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