

# Inspection of Grange Farm Day Nursery

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

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Inspection date: 10 March 2023

**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 benefit from the significant improvements made to the curriculum since the last inspection. They are keen to take part in the wide range of learning experiences on offer. Toddlers confidently initiate conversations about the things they see around them. For example, they use their growing vocabulary to describe their experience of watching a squirrel climbing on the outdoor equipment.

Pre-school children develop a strong understanding of how to keep themselves healthy. They benefit from the nursery's new initiatives that focus on promoting children's oral health. For example, pre-school children proudly find their own toothbrush to brush their teeth after lunch. They confidently explain why it is important to brush their teeth twice a day.

Babies show that they feel safe and reassured. They form a very close bond with the staff who are consistently there to support them. During mealtimes, babies demonstrate a strong determination to feed themselves using a spoon. They smile and babble to share the experience with those around them.

Children make strong connections in their learning. For example, when chopping real produce in the role-play kitchen, they point out that carrots are a vegetable and not a fruit. They explore mathematical concepts as staff prompt them to compare the different lengths of the pieces of carrot they have chopped. In the main, children listen well to instructions and learn to play cooperatively together.

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

- Leaders, managers and staff have worked hard since the last inspection. Together they have positively addressed the weaknesses raised. Swift action was taken to review the security of the nursery. For example, staff make sure all parents and other visitors are met at the entrance and thorough identity checks are carried out. This helps to ensure children's safety.
- Leaders support staff to develop and put in place a good quality educational programme for children. Staff have a clear understanding of what they want children to learn and use information from assessments to plan challenging activities. Children engage well in the activities provided, and staff have a good understanding of how to extend their learning.
- Since the last inspection, the staff have strengthened the partnership working with parents. They create new ways for parents to share their views and help shape the provision for children. Parents say that they appreciate the staff and the information they share about their children's time at nursery. A new 'lending library' has been welcomed by children and parents who borrow books from the nursery to share together at home.

- Staff narrate children's actions and ask open-ended questions. They repeat new vocabulary to encourage children to learn new words. For example, while children play at being explorers, staff model words such as 'binoculars' and 'discover'. These interactions help children develop good communication and language skills.
- Children are encouraged to help to tidy away at the end of the session as part of a group activity. However, staff do not always support children to take care of their own belongings or the spaces that they use. For example, children often leave shoes in a disorderly manner at the door or discard their apron on the floor when they no longer need it.
- Staff work effectively with other professionals who are involved in children's care. The setting provides targeted plans for children who have special educational needs and/or disabilities (SEND). Staff work closely with parents to implement strategies in the nursery while children wait for external assessments to be completed. This helps children with SEND to make good progress, particularly in their personal, social and emotional development.
- Staff are aware of children's family backgrounds, including the languages children speak at home. Festivals and celebrations, such as Chinese New Year, feature in the curriculum. However, staff recognise that they do not yet make the most of opportunities for children to use their home languages in the nursery or share aspects of their own cultural heritage.
- There is an effective programme of ongoing supervision, training and professional development for the managers and staff. This results in a well-qualified and motivated team who promote children's care and learning well. The nursery is part of a national COVID-19 recovery programme. This supports staff to identify effective interventions to help children recover from the impact of the pandemic.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility in keeping children safe from harm. They confidently discuss signs of potential abuse and know the action they must take if they are concerned about a child's welfare. For example, staff understand the role of the local area designated officer and how to report allegations against staff. Staff show a good awareness of a range of child protection issues, such as online safety and unexplained absences. Robust policies and procedures are implemented to safeguard children. These include rigorous checks when new staff are recruited. This helps to ensure staff are suitable to work with children.

## What does the setting need to do to improve?

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

- build on staff practice to support children to take care of their environment and the resources they use and strengthen their sense of responsibility
- extend opportunities for children to learn more about their different backgrounds, including their home languages and other aspects of their cultural heritage.

## Setting details

<b>Unique reference number</b>	EY303065
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10261285
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	47
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Little Joe Limited
<b>Registered person unique reference number</b>	RP905992
<b>Telephone number</b>	01473 631 711
<b>Date of previous inspection</b>	12 October 2022

## Information about this early years setting

Grange Farm Day Nursery registered in 2005. It operates in Ipswich, Suffolk. The nursery employs 10 members of childcare staff and a chef. Of these, nine staff hold appropriate early years qualifications at level 3 or above. One member of staff holds early years teacher status. The nursery opens Monday to Friday, all year round. 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

Sarah Clements

## Inspection activities

- The inspectors discussed the continuing impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The managers and inspector jointly observed and evaluated an activity in the pre-school room.
- Children spoke to/communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the nominated individual and managers about the leadership and management of the setting.
- The managers 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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