

Inspection of Grange Kindergarten

Broom Lane Methodist Church, Broom Lane, Broom, Rotherham, South Yorkshire
S60 3NE

Inspection date: 11 September 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Leaders have failed to ensure that staff understand the signs and symptoms that may indicate a child could be at risk of harm. In particular, staff do not understand how the 'Prevent' duty aims to protect children from exposure to radicalisation and extremism. Risk assessments are not thorough enough to identify risks in the security of the premises, and risks to children's health and safety. For example, other building users have access to the nursery building through child gates. In addition, a container with stagnant water is not removed prior to children playing outdoors.

Despite these concerns, children are very happy and settled. They are warmly greeted on arrival and enthusiastically join their friends to play. Excellent settling-in routines mean that children new to the nursery settle very quickly with staff who already know them well. Staff act as wonderful role models. Children demonstrate kindness as they patiently take turns in their play. They move aside to allow other children to look at the minibeasts in the garden and use lovely manners, always saying please and thank you. This helps children to feel safe and secure.

An ambitious curriculum implemented by experienced and committed staff ensures that children learn the skills and knowledge for the next stage in their education. For example, when children have finished painting, they clean their brushes and refresh the water ready for the next child to take part. Children make good progress in their learning and development.

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

- All staff understand the procedures to follow and who to contact if they have a child protection concern or a concern about a member of staff. However, even though staff had recently completed safeguarding training, they are unclear about the signs and symptoms that could indicate a child is at risk of harm, including from exposure to radicalisation and extremism. This compromises children's safety.
- Daily safety checks are carried out each morning. However, these focus on the activity areas within the rooms and do not consider the security of the premises, such as unauthorised people entering or children accessing staff's personal belongings in the open office space. This does not promote children's safety. In addition, staff allow children to play outdoors in hot weather without sun hats and without checking with parents if sunscreen has been applied. This compromises children's health.
- Experienced staff use repetition to ensure that children are secure in their learning and development. They provide stimulating and interesting activities that promote their skills. For example, children develop their fine motor skills as

they select and connect the small bricks. They sustain concentration as they carefully place small craft pieces onto their pictures and expertly complete jigsaw puzzles. Children develop the skills they require for early writing.

- Staff discuss and assess children's progress regularly. This enables them to quickly identify any areas for development and provide targeted interventions to children who require some additional support. This means that children make excellent progress in their learning and development, including children with special educational needs and/or disabilities.
- Children develop their independence. For example, at lunchtime, they place their cutlery, food waste and plastic pots into separate baskets for washing or throwing away. They tidy away their resources before getting new ones out. However, sometimes, adults carry out tasks that children could do for themselves. This includes pouring their drinks, collecting their milk cartons, and serving their snacks. This reduces the opportunities for children to further develop their independence skills.
- The special educational needs coordinator works with parents and external agencies. She makes sure that children receive the targeted support they need to continue to make good progress. Additional funds are used to enhance the provision and staff skills based on the children's needs and interests.
- Children learn what makes them healthy. They understand the need to wash their hands before food and after personal care routines to wash away germs. They brush their teeth after meals to keep their teeth strong and healthy.
- Parents have a strong positive relationship with staff. Information about their children's learning and development is regularly shared through conversations or meetings. Parents commented on the wonderful progress their children have made while attending the nursery, especially children who were born during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are not effective.

The manager has failed to ensure that staff understand the signs and symptoms that could indicate a child is at risk of harm. Although staff members have completed the 'Prevent' duty training, staff are unable to explain what this means and what form of abuse this aims to prevent. There are no procedures in place to ensure that children are protected against harmful sun rays when playing outdoors. Risk assessments are not robust in identifying potential risks to children as these focus on activity areas and resources. Children's safety is compromised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff understand the signs and symptoms that may indicate a child could be at risk of harm, especially with regards to extremism and radicalisation	25/09/2023
implement thorough risk assessments to include security of the premises and minimise any potential hazards to keep children safe and well.	25/09/2023

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

- make better use of opportunities to encourage children's independence throughout their everyday activities and routines.

Setting details

Unique reference number	303231
Local authority	Rotherham
Inspection number	10299753
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	36
Name of registered person	Rattenbury, Mandy Jayne
Registered person unique reference number	RP512294
Telephone number	07887 947722
Date of previous inspection	11 July 2018

Information about this early years setting

Grange Kindergarten registered in 1992. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, term time only. Sessions are from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jo Clark

Inspection activities

- This was the first 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 to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the nursery.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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