

Inspection of Granville Plus Nursery School

Granville Road, London NW6 5RA

Inspection date: 1 March 2024

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

The provision is good

Children settle in quickly, showing that they feel safe and secure in the welcoming environment. They separate easily from their parents and eagerly join in with the range of activities provided. Children have good manners as they share and take turns during play. This is reinforced with support and praise from staff. There is a calm and positive environment in which children's personal development is supported well. All staff are nurturing and have a good understanding of what their key children know and need to learn next. This information is used to plan activities that capture the children's interests and help them achieve the next steps in their learning.

Children are confident at expressing their thoughts and use good vocabulary. Staff support this in the environment. For example, when combining ingredients to cook in the home corner, they are keen to discuss what they are cooking and had made for dinner. This supports children to have good communication skills. Staff work with parents to ensure that children's needs are identified and individual plans are implemented. Children make good progress from their starting points. This includes children with special educational needs and/or disabilities (SEND).

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

- Leaders and staff work cooperatively as a team. Leaders are ambitious for all children and work together with staff to ensure that children's individual needs are met.
- Staff continually teach children to understand their emotions. Children learn to respect each other and listen to what others have to say. For example, when taking part in an activity, children are encouraged and supported to show how they feel through body movements. This includes expressions such as smiling or saying if they do not feel so happy. This helps children to express themselves and have a good understanding of their emotions.
- Children's communication and language development is considered by staff. Staff plan activities that support and build on children's vocabulary through stories, rhymes and modelling new language. For example, while singing a body-part song, the children are encouraged to name the body part they were pointing to. However, not all staff are consistent in their teaching and responses. Staff ask questions and less time is given to listen and respond to children to further develop their communication skills consistently.
- Staff consider the curriculum for physical development. For example, the children push matchsticks in play dough, strengthening their hand muscles. They participate in daily outdoor activities such as climbing and developing their balance and hand-eye coordination.
- Staff help children to develop their understanding of the world through activities

relating to festivals and celebrations. This enables children to learn about their differences and similarities in a fun way. However, the curriculum does not include as many opportunities for local walks or trips for children to explore the wider community and local environment outside of the setting.

- Provision for children with SEND is good. Staff identify children's specific needs early. They work closely with the local authority, advisory teachers and parents to implement strategies to support children's needs. For example, staff support children to learn how to communicate using actions and gestures through speech and sign methods. The support provided helps children reach their individual next steps of learning.
- Parents value the kind and nurturing staff. They praise how staff communicate with them. They express that they feel supported and well informed about what their children are learning.
- Leaders provide supportive professional development opportunities for staff to ensure consistency throughout the setting. They regularly monitor the practice of staff and identify any targeted training needed for staff to attend. This enables and supports staff to implement good practice.
- Leaders place a great emphasis on the well-being of staff through strong and positive working relationships with the entire team. Leaders work collaboratively with staff and are always available should staff have any concerns. This creates a positive working environment where staff enjoy coming to work and support all children to make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to work on the consistency of the teaching of communication and literacy so that all staff are giving children time to respond in order to develop their communication skills
- provide opportunities for the children to engage in their local environment to help them understand more about the world that they live in.

Setting details

Unique reference number	EY310088
Local authority	Brent
Inspection number	10307863
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	8
Number of children on roll	1
Name of registered person	Granville Plus Nursery School Governing Body
Registered person unique reference number	RP903306
Telephone number	0207 604 4620
Date of previous inspection	16 March 2018

Information about this early years setting

Granville Plus Nursery School registered in 2005. It is located in Kilburn, in the London Borough of Brent. The baby room is open 48 weeks of the year, from 9am to 3pm, which has provision for nought to two year olds and is under early years inspection. The nursery school has provision for two to four year olds and is under school inspection.

Information about this inspection

Inspector
Haley McDermott

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 early years curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- 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 staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with the manager about nursery practices and procedures.
- The manager 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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