

# Grafton House Nursery

Inspection report for early years provision

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**Unique reference number** EY380389  
**Inspection date** 26/01/2009  
**Inspector** Shirley Leigh Monks-Meagher

**Setting address** Grafton House Prep School, 1 Warrington Street, Ashton-under-Lyne, Lancashire, OL6 6XB

**Telephone number** 0161 343 3015

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Grafton House Nursery is owned and operated by Ashton Prep School Ltd and is situated within Grafton House independent school. It was registered in 2008 and is situated close to the ring road in the centre of Ashton-under-Lyne. The school operates from a large detached property which offers a secure, enclosed outdoor play area. The day care facility uses three rooms on the first floor, three rooms on the ground floor, the hall and the library. They provide day care for children from birth to three years and out of school care for children, both before and after school and during school holidays. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 62 children may attend the facility. There are currently 65 children on roll, of whom 52 are in the early years age group. Children attend for various sessions.

The nursery is open each weekday from 07.45 to 17.45 and operates all year round with the exception of Christmas holiday closures and statutory bank holidays. There are 13 staff working directly with the children. The manager and over half of the staff possess relevant childcare qualifications.

## Overall effectiveness of the early years provision

Children's welfare needs are satisfactorily met and promoted through sensible procedures. They are happy and settled and on the whole are provided with opportunities that help them make steady progress towards the early learning goals. Staff work with parents and others to identify and meet children's individual needs ensuring all children are enabled to take advantage of the opportunities available and participate fully. Ongoing self-evaluation by the registered provider and staff generally recognises and responds to the needs of the children and families but is not monitored sufficiently to assess the quality or impact of improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the systems used to keep records of medication administered to include sufficient detail
- develop staff's knowledge and understanding of the importance of creating stimulating environments and effectively encouraging and supporting child initiated play
- establish collaborative systems to effectively monitor and evaluate all aspects of the quality of the children's welfare and education

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain relevant information regarding parental responsibility for children attend. (Safeguarding and

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welfare)

## **The leadership and management of the early years provision**

The new provider and manager have undertaken a review to evaluate the provision to identify their strengths, highlight areas for development and prioritise improvement. They have a clear vision of how they would like to improve quality and have made some initial changes. For example, they have developed a key worker system and introduced a healthy eating policy, new nutritious menu's and healthier drinks. Staff have been trained in the Early Years Foundation Stage(EYFS) and systems for observation, assessment and planning for children's individual learning and development have been initiated. Records and documentation to meet the welfare legal requirements have been introduced. However, there is an omission relating to parental responsibilities and the medication administered records are limited in their information. The management have sought the views of staff with regard to improvement but have not sought children's or parents input or yet established systems to monitor and evaluate the quality, effectiveness and impact of changes on the outcomes for children. As a result, they do not always have a realistic view of the effects actions have made to the quality of their provision.

Management and staff work carefully with parents to ensure that children's care needs are effectively met. Adaptations, strategies and information, such as key words in a child's own language enable every child to participate fully. Staff seek relevant information to establish how they can best support children's learning and development, including their likes and dislikes, to help them establish starting points. Daily information sheets keep parents well informed of what is happening with their child throughout the day and parents' notice boards are informative about the service provided.

Children's safety is given appropriate priority. Frequent risk assessments ensure hazards to children are kept to a minimum and they can play in safety. Biometric entry to the premises, well maintained visitor records and systems to identify named collectors of children ensure the premises remain secure and children only leave with appropriate persons. Rigorous recruitment and vetting procedures ensure the suitability of staff caring for children. A sound understanding of safeguarding children issues and the procedures to follow in the event of concerns are shared by management and staff members ensuring children's welfare is safeguarded.

## **The quality and standards of the early years provision**

Children are cared for in a warm and clean environment. They have sufficient space both indoors and outdoors to move around safely and play in comfort. Staff generally organise rooms sufficiently well to meet all children's needs and encourage their independence and involvement. They do display work belonging to the children although these are mainly pre-drawn pictures and worksheet type

activities rather than children's own ideas and creativity to foster their sense of belonging and boost their self-esteem. There is little decoration to motivate or stimulate the senses of non-mobile babies who look up at plain bare ceilings.

Staff have a generally sound understanding of the learning and development requirements and are developing and evolving systems that link their observations to the six areas of learning but not all staff are always clear about how to use this information to identify next steps and inform the planning. During planned activity staff engage well with children to encourage participation and support their efforts. For example, during a card making activity, the action songs and ring games. However, during the recently introduced free play sessions, children become disengaged and restless, flitting from activity to activity. Staff do not always recognise the educational value of child initiated play and therefore do not deploy themselves as effectively, at these sessions, to encourage and support learning. Babies are given good attention at all times. Children over three years who attend before or after school are supported well by staff who are well informed of their abilities, skills and interests.

Children are settled within the nursery and form close relationships with their carers. Self-help skills are fostered by staff who encourage children to feed themselves, manage their personal care and tidy toys away. Children of all ages enjoy exploring a wide variety of textures and handling natural materials. Babies are captivated by an activity with mirrors and hats and thoroughly enjoy the squelching, squeezing and tasting of the jelly. Toddlers are learning about the seasons and the weather, identifying and comparing appropriate clothing for holidays in the snow and in the sun. Children are aware they need to protect themselves in the sun by using cream and glasses and wear a hat and gloves to keep warm in the snow. Children are learning about other cultures. They celebrate Chinese New Year by sampling noodles, learning how to say 'Happy New Year' in Chinese, making cards and engaging in a game of 'Chinese whispers'.

Children have daily timetable access to the outdoor play area where they thoroughly enjoy the time they spend playing in the fresh air, riding wheeled toys and practicing their mobility, balancing and climbing skills.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.