

# Granby House Nursery

Inspection report for early years provision

---

**Unique reference number** EY281270  
**Inspection date** 08/12/2010  
**Inspector** Yvonne Facey

**Setting address** Sycamore Avenue, Wickersley, Rotherham, South  
Yorkshire, S66 2NP  
**Telephone number** 01709 548008  
**Email** wickersley@granbynurseries.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Granby House Nursery was registered in 2004. It is located in the Wickersley district of Rotherham and serves the local and wider community. It opens each weekday throughout the year from 8am to 6pm. Children attend for a variety of sessions. Children are cared for in three rooms and have access to a secure enclosed outdoor play area.

The nursery is registered to care for a maximum of 41 children at any one time. There are currently 85 children in the early years range. The nursery receives nursery education funding. The nursery supports children with learning difficulties and/or disabilities and children with English as an additional language.

There are currently 18 staff working directly with the children, of whom 17 have an appropriate early years qualification. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework. All children are included well and their care, learning and development needs are met effectively. Well established partnerships with parents and other professionals are effective in ensuring children's specific needs are successfully met. Overall, observation and assessment systems ensure that children have a well balanced range of enjoyable experiences and activities. Although, promoting children's independence is not consistent throughout the setting. The majority of required information is gathered to safeguard children and promote their welfare. All staff demonstrate a strong capacity to improve the service provided.

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

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

- obtain necessary information from parents in advance of a child being admitted to the provision, including information about who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and welfare). 10/01/2011

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

- keep developing the use of observation and assessment to improve children's

independence.

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

The setting has a very good understanding of safeguarding procedures. Staff are familiar with the policies and procedures to follow should they have concerns regarding children's welfare. The setting has a robust system in place to ensure adults working with children are suitable and hold the relevant qualifications. The required information is gathered from parents to ensure children's safety and welfare. However, the setting does not systematically gather information from all parents regarding who has parental responsibility and legal contact for each child. This is a breach of requirements. Risk assessments are carried out regularly to ensure children are safe at all times and potential hazards are minimised. Staff ensure they supervise children well at all times, while allowing them freedom to begin to manage their own safety where appropriate. Clear systems are in place for monitoring the presence of staff, children and visitors on the premises at all times. The premises are well maintained and there are very good resources. These are effectively used to meet children's individual needs and encourage free access.

The staff takes into account the progress and development of the different groups of children attending the setting and children are learning about difference and similarities. There is a 'celebrations' board displayed where parents add home experiences that are then discussed with the children, for example, new babies to families, birthday's and any other family celebration. In addition, focus is paid to individual learning styles, which enhances children's learning, such as the difference in boys and girls.

There are good systems in place to communicate and work closely with parents. For example, a suggestion box, communication diaries for each child, and parent questionnaires to gain their views. These are then included in the settings action plans. In addition, 'all about me' sheets are used to gain information of children's interest to inform planning of activities. Daily verbal and written communication is shared with parents as well as planned parent evenings to discuss children's progress and achievements. Staff share ideas with parents of how to extend children's learning at home, such as, providing an information leaflet to assist parents in helping their children to enjoy reading. Parents are very happy with the service they receive. When spoken to on the day of inspection they highly praised nursery staff for their support and for involving them in their children's learning.

The setting maintains positive links with other professional agencies and providers delivering the Early Year's Foundation Stage. For example, children's development is shared with schools, and other settings working with children are invited to share information in children's 'communication diaries'. Leadership of the setting is good overall and staff and managers demonstrate a commitment to further improve the setting. There are close links with other organisations, such as the local authority, to assist the setting in continuing to improve children's learning. Staff undertake relevant training to develop their knowledge and skills, and use the information they have gathered to improve overall practice and outcomes for

children.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and well settled in the setting. An effective key person system ensures that children experience continuity of care and are making good progress towards the early learning goals. Observations, assessments and children's interests are used generally well to plan interesting and stimulating activities. However, at times this information is not effectively used to promote children's independence, particularly for younger children. The learning environment is welcoming and a wide range of resources are used effectively to meet the needs of the children. The outdoor environment is well planned and used to enhance children's learning. Children are able to access outdoor play in all weathers and the setting provide suitable clothing, such as, waterproof suits and wellington boots to ensure all children have the opportunity to play outdoors.

Children's skills in communication, language and literacy are well promoted. They are confident communicators. Staff focus on a number of systems to help enhance children's skills. For instance, children have access to story, song and rhyme bags which parents can take home and share with children. Staff have also completed the 'every child a talker' course. The setting considers the environment the children use to ensure a comfortable space to communicate, for example, noise free spaces and the use of books for both indoors and outdoors. Children's numeracy and problem skills are developing well. They count in everyday situations and during their play. For example, number rhymes and songs, matching and sorting games and older children are able to recognise numbers. Children use technology confidently and are inquisitive and investigate how things work. For example, babies show excitement as they push buttons and use wind-up toys. Older children use cameras, microphones and the computer with increased confidence, resulting in children's skills for the future being well promoted.

Staff set good examples for the children to follow and are positive role models, as a result children develop an understanding of dangers and how to stay safe. Children behave well throughout the setting and are able to share and begin to understand right from wrong. Staff understand the individual needs of children, and positive praise and encouragement is used to promote good behaviour. As a result, children are confident and have good self-esteem. There are good opportunities for children to learn about healthy lifestyles. They are beginning to understand that certain actions have an effect on their body and they enjoy physical activities. Overall, all children enjoy their learning at the setting.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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