

# Quorn Grange Day Nursery

88 Wood Lane,, Quorn, LOUGHBOROUGH, Leicestershire, LE12 8DB

## Inspection date

24/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children's learning is effectively promoted because staff plan activities based on children's interests and developmental needs. Clear monitoring of the educational programme ensures all children make good progress in all areas of learning.
- An effective key person system ensures children make secure attachments and feel safe and secure at the nursery. Key persons work well with parents to ensure all children's needs are met.
- The staff team are well supported by an effective manager who understands the importance of promoting professional development. This means children are cared for by staff who are up to date with new practices and are motivated to teach them.

### It is not yet outstanding because

- Staff do not always maximise opportunities to further develop children's very good growing independence and decision making skills. This is with regard to enabling children to cut their own fruit at snack time.
- Less emphasis is placed on monitoring of how the views of parents and children are utilised to develop the nursery further.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and care practices in all play rooms and within the outside play areas. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector spoke with the children and staff from each room. She also held a meeting with the manager and deputy.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff and the setting's self-evaluation.
- The inspector also took into account the views of parents and carers spoken to during the inspection.

## Inspector

K.A.Bryan

## Full Report

### Information about the setting

Quorn Grange Day Nursery re-registered in 2013, having initially opened in 2001, on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the Quorn area of Leicestershire and is managed by a private organisation. The nursery serves the local area and is accessible to all children. It operates from three base rooms and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of child care staff. Of these, all hold appropriate early years qualifications at level 2, 3 and above. One member of staff has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- support children's growing independence and decision making skills by, for example, allowing them to cut their own fruit at snack time
  
- monitor how well the views of parents are incorporated in developing the provision further.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good awareness of the Early Years Foundation Stage, which ensures children make good progress in all areas of learning. Children are involved in planning as their interests are discussed with them and fed into the process. Children are also asked to evaluate the activities so staff have a clear understanding of what has worked well and most benefitted children's progress. This also helps children develop critical thinking skills well as they consider what they have learnt. Regular observations include 'wow' moments and these are used to help identify the next steps in children's learning. Assessments clearly show what children have learnt and the progress check at age two ensures all children are working within expected developmental bands.

Staff are skilled at teaching children through using practical activities, which engage them. For example, young children watch rice fall through their fingers with awe and staff take

the opportunity to draw a circle and ask children what this is. A child quickly supplies the answer and states she would like 'to draw a line', the member of staff suggests she will also draw a line. This helps children know they are listened to and their ideas valued.

Children's communication skills are effectively supported. Staff show babies photographs of themselves and their families and babies 'babble' with delight. A member of staff tells the children who is in the photograph and children attempt the words, with lots of praise from staff. This demonstrates that children are persevering and engaged in activities. Older children are thoroughly engrossed in a story read by a member of staff as she uses different tones of voice to emphasise words and feelings. She skilfully uses open-ended questions encouraging children to tell her what was in the story and they are delighted to supply the answer. As a result, children learn to think about what they have heard and how to successfully voice their opinion in a larger group. Children's skills in making marks are well promoted. Young children paint with water and chalk on the walls in the garden, while older children spontaneously write their names and messages. This means the older children are developing the skills needed to make sure they are well prepared for school. Children are encouraged to put these in their learning journals so they can be included in the transition process to school.

Children's physical development is well promoted because staff provide a wide range of resources and activities to support this. For example, a 'mud kitchen' has been developed outside, which children thoroughly enjoying getting messy in. They make 'potions' by adding natural materials, such as twigs, to the mud and they have made pictures using mud instead of paint. This is a wonderful way of showing children they can create using a variety of materials. This also encourages them to work together. The outdoor area is well designed to promote children's learning in all areas. Babies have their own space where they can help to water plants and feel a range of textures, such as ropes and coconuts, which effectively widens their sensory experiences. The rest of the garden has a wide range of resources, such as a play house, which has been turned into a fire house in preparation for a visit from the local firemen. Other resources include a climbing frame, a wooden tunnel, willow house and ride on toys, which all help to promote children's large muscle skills well.

There is a real sense of activity in the pre-school room as staff explain to children what is available. They eagerly choose what they want to do which promotes their independence well. Children are delighted to collect their learning journals and show their achievements and many complete work started earlier. This demonstrates good levels of perseverance and recall which are ably supported by staff who offer children lots of praise. Children's imaginations are well promoted as they create using a variety of materials. For example, young children make puppets using a wooden frame and glue facial features onto this. Older children enjoy painting their hands and making prints on paper, a member of staff asks them to count how many fingers they have and what colours they are using. When a child says she wants to make 'lilac', staff asks her what colours she will use and she says 'purple, yellow and red which makes lilac'. The member of staff asks children what other colours mixed together colours will make and encourages children to predict and then try this out practically. This encourages children to 'have a go' and gain confidence in their own ideas.

Parents are well involved in children's learning because they have easy access to children's learning journals. One parent commented to staff that she would be continuing her child's learning at home with work they had started, as a result of looking at her child's learning journal. Progress summaries are completed every six months and parents are invited to comment in these, parents' evenings also offer another opportunity for them to be involved in what their children learn. Children have their own 'drawer' with lots of examples of their work so parents have a good awareness of what they have achieved. A recent activity involved parents and children making dinosaurs at home. A wonderful variety of 'creatures' were returned, made out of items, such as papier mache and even a shoe. This demonstrates how parent's support their child's learning well at home.

### **The contribution of the early years provision to the well-being of children**

A key person system is in place and works extremely well to help children settle. Key persons work closely with parents to ensure they have all the relevant details to meet children's individual needs. Home visits are also offered, which help to ease children's transitions from home to the nursery.

The nursery is well laid out so children have easy access to all resources, lots of displays of children's work also promotes their self-esteem effectively. For example, a display about children of the world contains examples of children writing 'Hello' in a variety of languages, which also promotes their understanding of the wider world well.

Children behave very well because staff are good role models and treat them with courtesy and respect. Older children are reminded of what is expected of them at circle time, for example, not to run indoors and all children are encouraged to share. Older children are also beginning to learn about the needs of others. As they are going outside they are asked to stand quietly so as not to wake babies downstairs. A child says, 'yes, as the babies might cry', which demonstrates that staff have taught them to consider others.

Children learn about healthy lifestyles because fresh food is cooked daily on site and caters to all their dietary requirements. They have made fruit salads so they learn what foods are healthy through discussion and planned activities. Children also grow strawberries and sweet corn and eat these, which is a very effective way of helping them make links between good health and looking after the environment. Children have their own drink bottles, younger children's are labelled with their pictures, while pre-school children's have their name on. This helps them manage their own needs for drinks well. Snacks are fresh fruit and drinks of water and milk. However, at the daily snack time children do not have the opportunity to cut their own fruit, which means that, on occasion, their independence skills in this area are not as well supported as possible.

Staff teach children about being safe in ways that are fun for them. Work has recently been completed around a visit from the local fire brigade, this has entailed the play house becoming a fire house and a bicycle has become a fire engine. Children have thought of lots of questions to ask the visitors and they regularly take part in fire evacuations and know what to do to keep themselves safe.

Transitions between rooms are well promoted as children visit rooms they are due to move to and their learning journals accompany them so staff know what they can do. Parents are included in transitions as they are asked their opinion about when their child should move so they know what developmental stage their child is at. For children who are going to school, teachers visit the nursery. Staff have also been with children to visit the school so they become familiar with where they are going, this means transitions support children in their future learning. When children leave for school they have a graduation ceremony and are presented with a certificate. This highlights their achievements and celebrates their move to future learning.

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

The manager and staff are well aware of their roles and responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Educational programmes are effectively monitored by a well-qualified and suitable staff team. This is ensured because recruitment procedures are robust and all staff are supported by an effective induction programme. Clear performance management systems are in place, which include regular staff meetings and appraisals. These identify any training needs and staff's professional development is given a high priority. This ensures children benefit from being taught and cared for by staff who are up to date with current practices. The nursery has developed an action plan, which highlights areas for further development. However, the way that the views of parents and children are utilised means that these do not routinely filtered into this, making them less involved in the planning for the future.

The nursery has a good range of policies and procedures, which are shared with parents. These include a safeguarding policy with clear reporting procedures to keep children protected. All staff have attended training in this area, which further enhances children's safety. A risk assessment has been completed for the nursery overall and a separate one for each room, and for outings. Children have been involved in this procedure as, armed with a clipboard and pencil, staff have asked them what to do in certain areas. For example, how to keep safe on the stairs. Children enjoyed thinking critically about this and being part of the nursery's successful procedures for ensuring their safety.

The nursery staff work closely with parents, carers and other professionals to meet children's individual needs. Information sharing between the nursery and parents is effective, resulting in them being well informed of their children's care, progress and development. Parents confirm they are happy with the nursery and the progress their children are making. Arrangements to work with others who share care of the children are effective in supporting continuity of care, and partnership working with other agencies is implemented as required.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY456580
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	901941
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of provider</b>	General Federation of Trade Unions Educational Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01509416763

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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