

# Quorn Grange Day Nursery

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

<b>Inspection date</b>	07/03/2014
Previous inspection date	24/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 show an increasing awareness and confidence as they happily explore their environment. They play cooperatively and kindly together, taking turns to share resources.
- Staff establish good strong relationships with parents, children and outside professionals that underpin the ethos and successful aspects of this nursery, so all children make good progress and are well prepared for their eventual move to school.
- Planning and assessment is robust. All children's needs are closely monitored and as a result, any gaps in learning are closing through good teaching.
- There are good systems in place to safeguard the health and well-being of all children and they flourish well within the nursery.

### It is not yet outstanding because

- Children's play and learning is interrupted and stopped during the session by staff and children experience occasional periods of inactivity when waiting to move onto other activities. These times are not being best used to maximise children's learning.
- Children are not always able to extend their early literacy skills, because there are limited resources that represent print in the outside environment.

## 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 spoke to the children, parents and staff and held discussions with the manager and deputy manager.
- The inspector observed free play, both in and outside, focused activities and meal times.
- The inspector held a joint observation with the deputy manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, policies and procedures and improvement plan.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Quorn Grange Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. The nursery is situated in a purpose built premises in the Quorn area of Leicestershire and is managed by a private organisation. It operates from three base rooms and there is an enclosed area available for outside play. The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending, of whom all are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery employs nine members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications and the manager holds Early Years Professional Status. The nursery receives support from the local authority.

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

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

- review the routines of the day with fewer stops and starts in order to reduce the number of interruptions to the children's play, and reduce periods of inactivity, to allow children to pursue and complete activities fully to their own satisfaction
- provide a range of opportunities for children to see print in the outside environment, for example, labelling, words and posters, to further enhance their early literacy skills.

## Inspection judgements

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

Children at the nursery are keen learners and engage quickly in activities when they arrive. This is because activities have been well planned to reflect the interests of the children and teaching is good. Staff provide a broad range of resources and activities across the areas of learning, which are tailored to ensure that the developmental needs of the children are met. Staff complete a first day sheet as a record of the child's first day at the nursery and use this along with the information gathered from parents to form children's starting points. This means staff are informed about a child's likes, interests and dislikes to help them plan meaningful activities from the start. A tracker ensures that all children are observed regularly to determine their next steps for development and to inform future planning. This ensures that planned activities help children to make good progress because most are planned to precisely meet their needs. Staff use national guidance to ensure that good progress is being made across the seven areas of learning. Systems for completing the progress check at age two along with ongoing summative assessments for all children are well established. Staff share ideas with parents to

encourage further learning at home, which supports the children's overall development. Parents are very pleased with the information they receive about their child's learning. Children have a positive attitude to learning, so they are gaining good skills for the future.

Children are very happy and settled in the well-resourced and stimulating environment planned by staff. They become very involved and motivated in purposeful play which promotes learning. These arrangements encourage the children to investigate effectively. For example, two-year-old children become very excited as they crunch and crumble the cornflakes and spaghetti and thoroughly enjoy exploring the textures of the ingredients. Pre-school children are ignited in their learning as they create a large castle and dress up as kings and princesses showing great imagination. Children become very involved and engaged in this purposeful play, which promotes learning. However, this is sometimes interrupted or stopped in order to have snack or go outside. This means children stop pursuing their activities, so cannot finish these to their own satisfaction. At other times, two-year-old children sit with nothing to do as they wait for new adult-led activities to start, so potentially productive time is lost.

There is a sharp focus on helping children to acquire communication and language skills. Staff enhance children's knowledge of letters and sounds. Older children cover basic phonics as they learn individual letters and the sounds they make. Younger children listen to a story and staff sing songs and rhymes together. Books are easily accessible and invitingly displayed in each room, which means children can choose a book for themselves or share stories with their friends. Children write for purpose, such as letters to their friends and staff encourage older children to write their names. These activities help children's literacy skills. Children learn early mathematical skills through everyday opportunities and activities, such as sorting objects by colour and size. To further this area of learning they enjoy playing in the sand and water. Here staff encourage children to compare sizes, learn about quantities as they pour water into jugs and make patterns in the sand. Children's physical development is supported well in the secure outside area. They learn to develop skills of climbing, balancing, moving on wheeled toys and pedalling trikes. Children have opportunities to be creative outside as they play with sticks, logs and mud. For example, they create a camp fire and use their imagination well. They pretend to catch fish from the mud pond, cook it on the fire and go and fetch chips in the play car from the shop. They then all sit together and chat with staff about their experiences while pretending to drink hot chocolate, thoroughly enjoying themselves and demonstrating that they are active learners.

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

The friendly and welcoming staff promote effective settling in procedures that provide children throughout the nursery with the confidence to explore their new surroundings. Effective deployment of staff alongside the key person system helps staff to know the children and families well. Children form strong, secure attachments which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interactions between staff and children ensures that all children form positive and trusting relationships. Staff show a genuine interest in what children do and have to say, which supports them as they develop confidence. Consequently, children are happy to engage in

play and develop skills for future learning as they are relaxed and comfortable. Most children settle quickly but those that need more support to leave their parents are comforted by staff with cuddles and stories to help them settle. Children receive both praise and encouragement from staff, which helps promote self-esteem. These are significant strengths of this nursery and help all children to feel emotionally secure. Children are confident and self-motivated because they receive good support and role modelling from staff to understand expectations for behaviour and as a result, behaviour is very good. Staff make clear their expectations for children's behaviour. For example, they give clear explanations when children are running inside, so they understand the reasons as to why they should not run. Pre-school children play harmoniously together, co-operating and taking turns. Where as younger children are beginning to share toys with their friends.

Children show an increasing awareness and confidence as they happily explore their environment. Children are able to select their own activities and resources, which are accessible in low-level trays and storage units. Staff make use of clear labels and visual images in the environment to help children identify their individual trays and resources. Children show confidence in asking staff for help when needed. Children's artwork is displayed throughout the nursery, making them feel valued and acknowledged. There are parent information notice boards in the hallway for parents and carers, which help all children and their families, have a sense of belonging. The learning environment is stimulating both in and outdoor. It helps children's all-round development as the resources promote most areas of learning. However, even though the outside environment is a haven for children to play, there is a lack of print to promote literacy skills. For example, there are no words, posters, car parking signs or labels. Staff help children learn about the importance of good hygiene routines, such as washing their hands before eating and after going to the toilet. Children happily do this before eating and are willing to tell visitors that they do so 'to wash the germs off'. Children are able to manage their own self-care appropriate to their age because staff provide good guidance and allow them time to complete tasks. Staff effectively promote children's independence. For example, children pour their own drinks, help themselves to their snack and independently use the toilet. Children are very adept at putting their coats and their wellington boots on before going outside and then taking them off again. Snack and mealtimes are social occasions where all the children sit together with their friends and chat happily together. Staff sensitively support children in toileting and changing nappies, following a safe and hygienic procedures.

Staff teach children to understand the basics of healthy lifestyles. Snacks and hot nutritious meals are provided by the nursery. These are always healthy options and include fruit and carbohydrates. For example, on the day of the inspection children enjoyed apple and banana for snack and butternut squash curry and chocolate brownies for lunch. There is a choice of milk or water to drink. This ensures children have energy to play and learn. Staff encourage children to play outdoors everyday in all weathers using both the nursery's outside areas. This gives children a positive attitude towards outdoor play and enables children to follow their own preferences in learning in the fresh air. Staff develop exercise games in response to children interests, where children safely run and jump in different ways following staff's instructions. Children enjoy this active game learning about how their muscles are growing as they use them. Staff remind children

about staying safe when playing. For example, when a child climbs on the chair staff calmly explains that she should not do this in case she falls. They learn about road safety in role play activities and wear safety vests when on trips. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the nursery quickly. Pre-school children learn about their move to school through activities, such as, playing schools, dressing up in school uniforms and reading books. This helps children to have an awareness of what is expected and aids a smooth move from the nursery to school.

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

The nursery is led and managed by a knowledgeable and aspirational management team. The manager and deputy manager give enthusiastic leadership that inspires a commitment towards continual improvement across the staff team. They oversee the successful implementation of both the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager demonstrates a good understanding of her role and responsibilities in meeting these requirements, with all policies and procedures to keep children safe implemented, regularly reviewed and updated. For example, two policies used by staff regularly are behaviour management and 'potty training'. Both of these are detailed, relevant and followed effectively to aid children's personal, social and emotional development. Staff regularly update their knowledge of safeguarding through ongoing discussions and training. The safeguarding policy and procedure is updated by the manager and shared with staff. It includes for example, the use of mobile phones, toileting children when on trips and who to contact if there is a concern about a child. Good staff-to-child ratios and deployment of staff provides good levels of supervision to help keep children safe. There is a robust system for recruitment and appropriate background checks for staff to assess their suitability to care for children are carried out and kept up to date. Staff complete risk assessments and safety checks daily, which creates a safe environment for children to learn and explore. They follow established procedures to deal with emergencies and accidents including the administration of medication. The manager monitors all planning and assessment to ensure that the educational programme consistently meets the individual needs of all children.

Staff performance is closely monitored by the manager through observations, regular staff supervisions, as well as yearly appraisals. New staff understand their role from the onset through a thorough induction programme, and are fully supported by the manager. The manager provides opportunities for staff to attend training and has put together a detailed training matrix. This enables her to ensure all core training is completed and provides for staff's individual preferences. For example, one member of staff has attended 'forest school' training. The children benefit from this as they participate in exciting activities outside. There is a very low staff turnover in the nursery, which helps maintain the effectiveness of the key person system, so providing children with continuity and emotional security. A recommendation raised at the last inspection has been addressed through the manager and staff monitoring the views of parents on the service they require. This has evolved in a parent questionnaire being completed, which now forms

part of the self-evaluation progress. The self-evaluation is effective. It involves the whole staff team in setting priorities and targets for future improvement. These systems and liaisons enable the staff team to drive continuous improvement.

Partnership working with parents is very effective and these strong relationships underpin the ethos and most successful aspects of the nursery. This approach is supported and advocated by both the manager and deputy manager. Most parents speak to the manager so she is fully abreast of what is happening in the lives of the children and how this may affect their time in the nursery. She provides the parents with a welcome pack when they start, which includes a complaint procedure. Parents are well informed through monthly newsletters, information boards and the verbal daily exchange of information. Parents spoken to on the day of the inspection speak warmly and very highly of the nursery provision and staff, saying how they feel very safe and secure in the knowledge that their children are being cared for and looked after well. Parents further comment that the support from staff is 'fantastic' and if they have any concerns there is an open door policy. Parents know who their child's key person is and contribute frequently to their child's learning and development records, thereby promoting a united approach. The nursery has strong links with other providers including the local school teacher, who visits as part of the moving process before children start school. This helps to provide for children's continuity of learning and care over time.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	958983
<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>	56
<b>Name of provider</b>	General Federation of Trade Unions Educational Trust
<b>Date of previous inspection</b>	24/06/2013
<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.

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.

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