

Grange School

GRANGE PRIMARY SCHOOL, Owton Manor Lane, HARTLEPOOL, TS25 3PU

Inspection date

Previous inspection date

03/04/2014

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

- Staff provide a kind, friendly, warm and caring environment, which helps children to settle into the nursery quickly.
- Partnerships with parents are strong. Staff fully value the role of parents in their children's learning and development and ensure that they are regularly consulted and kept informed about their children's activities and ongoing progress.
- Observations and assessments are used well to plan a wide range of learning experiences, which reflect children's individual interests and stage of development. As a result, they are effectively challenged to make good progress in their learning and development.
- Children have good opportunities to make safe and independent choices in their play, both indoors and outdoors. Therefore, they are happy, enthusiastic and motivated learners.

It is not yet outstanding because

- Less emphasis is placed on introducing more real and natural items to enhance children's play experiences and encourage their exploratory skills, particularly in the indoor area.
- There is scope to extend the resources available in the 'home corner' role play area.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities taking place in both of the nursery rooms and the outdoor play area.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents through discussion and held meetings with the manager and spoke to staff members during the inspection.

Inspector

Vivienne Dempsey

Full report

Information about the setting

The Grange School nursery for two year funded children was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the Foundation Stage area of the school in the Hartlepool. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The nursery provides funded early education for two- and three-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:

- increase the range of freely available natural and real items to enhance children's exploration skills in the indoor area
- develop the role play area further to enable children to take on and rehearse new and familiar roles, such as extending resources, particularly in the 'home corner'.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and implement planned and stimulating experiences based on individual children's interests. As a result, children are making good progress in all areas of learning. Their progress is closely monitored by the key person and this means that they have a good understanding of the children, which ensures they are supported effectively. Children's progress and observations of their learning are shared with parents regularly and in depth daily discussions ensure they are fully involved in their child's learning. Parents are actively encouraged to complete the 'voice from home' sheets, which enables them to share any learning that takes place at home. Children also take home activity bags and books to share with their parents to further extend their language and learning. Summaries of children's learning and the progress check at age two are completed regularly and shared with parents and relevant agencies. This helps to further promote children's learning. Peer observations are completed regularly, to help staff identify additional ways of extending children's learning and to develop their own skills and practice.

Children enjoy exploring paint and have fun making marks with their hands and fingers. They are encouraged to display their own work and praised for their efforts. This helps to develop young children's confidence and early writing skills in a fun way. They enjoy building towers with blocks and staff encourage children to count and talk about the different sizes and colours. This enables children to use number names and mathematical language in their play. Staff work closely with specialist staff in the adjoining school and the local speech and language team to support and encourage children's communication and language skills very well. They speak clearly and use and repeat single words so children can gradually link the word to its meaning. They reinforce the pronunciation of words and also give children time to repeat words and to encourage and support children to pronounce words correctly. All of which helps to develop children's early communication, language and literacy skills very well. The outdoor area is very well equipped and children have good opportunities to explore the natural world around them. For example, they enjoy digging in the large sandpit and exploring the properties of water. However, natural and real items to enhance children's exploration skills in the indoor area are limited.

Staff work closely with the adjoining nursery and school. They share the outdoor area and regularly join in with activities and events, such as children visiting the rabbits brought in by a parent. They enjoy stroking and holding the rabbits and staff use a range of questions to further extend children learning and thinking. For example, staff encourage children to think about 'what the rabbits might eat', and 'what does the rabbit fur feel like'. Staff also use the experience for children to talk about their favourite super hero characters, as the rabbits have the same name. This gives children the opportunity to talk in confidence about their favourite activities and interests at home. This prepares children very well for their transition to school and the next stage in their learning and development.

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

The key person system is effective, this helps children to feel secure in the setting. The environment is friendly, warm and welcoming and resources are easily accessible in low-level storage units. The baskets are labelled to support children in making their independent choices. Children confidently navigate around the setting, freely choosing how and with what they would like to play. The main playroom has areas of learning, such as the cosy book corner, water, sand and a role play area. However, the resources in the 'home corner' role play are limited and do not fully support children to take on and rehearse new and familiar roles, in this area.

Children are encouraged to be physically active daily and thoroughly enjoy exploring the outdoor area. They skilfully navigate bikes and scooters carefully avoiding other children and obstacles. They follow daily routines and are beginning to understand the positive contributions these have on their health, such as washing their hands before snack, baking activities and after handling pets. Children are encouraged to put on their coats before going outside, this helps to develop their self-care skills.

A wide range of information is gathered from parents and a range of agencies about their

children's individual needs. Staff use this information well to ensure parents requests, children's routines and needs are fully met. They demonstrate a calm and consistent approach to their work and they act as good role models for the children. The children are well behaved and staff praise them for sharing and taking turns with peers. They are encouraged not to run around when the floor is wet and staff give gentle reminders of expected behaviour. The children are, therefore, aware of boundaries and know what acceptable behaviour is.

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

Staff have completed safeguarding training and demonstrate a good understanding of their responsibilities for protecting children. All the required records are in place and readily available for inspection. Risk assessment procedures are effective in minimising hazards both indoors and outdoors. Consequently, children play and learn in a safe and secure environment and the thoughtful deployment of staff ensures their well-being. Robust recruitment, vetting and induction procedures are implemented and the performance of practitioners is managed through regular observations and an annual appraisal.

Staff have a good understanding of the educational programmes and robust systems are in place to observe, assess and monitor children's progress. They are committed to providing good quality learning and development opportunities for all children to promote their good progress. Staff recognise the importance of professional development and work closely with the local authority advisors to develop action plans to identify priorities for improvement. Consequently, outcomes for children are continually improving.

Parents spoken to on the day of the inspection are very happy with the care their children receive. They describe the staff as being friendly and feel their children have made good progress, particularly developing their confidence, speech and language, since starting at the nursery. Effective partnerships with the adjoining nursery and school are in place and the nursery staff work well with other agencies, such as speech and language therapist, to ensure children get the help and support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

Unique reference number	EY466925
Local authority	Hartlepool
Inspection number	940146
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	8
Number of children on roll	16
Name of provider	Grange Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01429272007

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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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