

Grafton House Nursery

Grafton House Prep School, 1 Warrington Street, ASHTON-UNDER-LYNE, Lancashire, OL6 6XB

Inspection date	26/02/2014
Previous inspection date	11/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not effectively safeguarded in the setting because on occasion staff who have not been vetted are left in sole charge of children. Also, documentation to keep children safe in the event of an emergency is not maintained accurately.
- The quality of teaching is poor because staff do not have comprehensive knowledge of their key children and do not interact consistently well with them. In addition, children are not challenged sufficiently in their play because staff do not understand clearly how children learn and develop.
- Children are not making adequate progress in their learning and development because staff do not obtain children's starting points promptly on entry or plan sufficient purposeful play opportunities to meet children's individual needs.
- The health and well-being of babies is not supported adequately because staff do not arrange for them to access the outdoor learning environment daily.
- The checks of staff's knowledge, understanding and practice are not good enough to help leaders know what is happening in the nursery. Consequently, the majority of children are not supported well to achieve as much as they could.

It has the following strengths

- Staff have developed thoughtful ways to engage with all parents and update them on their child's day. As a result, parents are complimentary about setting and the staff.
- All children are settled in the setting because staff work with parents to support

children to have a smooth transition into the setting and when moving rooms.

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 children in the three base rooms, the school hall and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the provider, manager, staff, children and three parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, registers, complaints documentation and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day, parental contributions from observations at home and parent questionnaires.

Inspector

Laura Hoyland

Full report

Information about the setting

Grafton House Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large detached building in the Ashton-Under-Lyne area of Greater Manchester and is owned and managed by Ashton Preparatory School Ltd. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including two members of staff with Qualified Teacher Status. The setting opens Monday to Friday all year round and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently a total of 61 children on roll, of whom 48 children attending are within the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

protect children by ensuring that people whose suitability has not been checked do not have unsupervised access to them

ensure that in the case of fire or other emergencies that the safety of children and staff is protected with specific regard to keeping accurate registers.

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop staff's knowledge and understanding of the learning and development requirements with specific regard to fully understanding the prime and specific areas of learning and ensuring that children's learning is consistently challenged
- obtain children's starting points on entry and consider the individual interests and stage of development of each child in order to plan purposeful play opportunities to support children to make progress in their learning and development
- review the key person system to ensure staff are aware of who their key children are and the needs of individual children in order to support their care, learning and development
- promote the health and well-being of babies by ensuring access to the outdoor area is provided on a daily basis
- provide support, coaching and mentoring for all staff to develop their practice with specific regard to understanding how children learn and develop, how to consistently interact well with children and involve all children in play opportunities.

Inspection judgements

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

The majority of children are not making adequate progress in their learning and development because teaching is weak. Staff do not obtain children's starting points on entry and this means that activities and planning is not effectively tailored to their individual needs from when they start attending the setting. In the pre-school room, the quality of teaching is of a higher standard and children have more opportunities to engage

in activities and learning opportunities while being supported by staff. However, younger children are often not interacted with by staff for long periods of time and are, therefore, not engaged, challenged in their play or motivated to learn. For instance, non-mobile children are sat for in excess of an hour with the same resources and are only moved for very short amounts of time. This means they are not experiencing a wide range of learning opportunities and are not adequately stimulated.

Staff tend to focus on playing with one child at a time in the two- to three-year-olds room. This means that children wishing to become involved in play are not encouraged to join in and lose the motivation to learn. In addition, staff do not interact well with all children. For example, when supporting a child to mix paint into shaving foam, other children stand on the periphery wanting to join in but staff do not acknowledge them or encourage them to participate and become involved. However, at times there are activities in place for children, for example, older babies paint on the mirrors developing their creative and physical skills, while older children practise counting and sit well at circle time answering questions and listening to stories. Older children are starting to develop some of the vital skills they will need when moving onto school.

Some staff show poor knowledge and understanding of how children learn and develop. For instance, some staff in the two rooms where younger children are cared for show very limited understanding of the prime and specific areas of learning. They demonstrate little ability to discuss the reasons behind planned activities and are unsure about the development of their key children. This means that activities are not planned well and children's interests not taken into account to meet children's individual. Children with English as an additional language are warmly welcomed into the setting. However, staff do not always involve these children fully in activities in order to support their learning and help them to reach their potential. Staff complete observations of children, sometimes planning next steps and children's development files are accessible to parents. Parents feel staff involve them well in children's learning. For instance, they attend parents' evenings regularly. 'Home link' books have been introduced to encourage parents to inform staff of what children do outside the setting. Social media sites have also been introduced as a way to keep parents informed of events happening and this works well. Consequently, parents are aware of what their child has enjoyed doing during their day and are quick to praise the approachable staff.

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

Children arrive at the setting and immediately settle, the younger children receive cuddles from staff and confidently explore the environment. A key person system is in place and lists of key groups are displayed on the walls in each room for parents to see. However, some staff are not aware of who their key children are and have limited knowledge about these children and their development. This means that the role of the key person in meeting children's individual needs is not yet sufficiently embedded. Staff keep a diary of babies routines and share these with parents on a daily basis. Changes in routines are communicated to parents and parental wishes followed. At mealtimes extra staff are employed to support staff in the baby room. This means that babies are fed in a calm environment and there are plenty of staff to support children when going to sleep. There

is a clear procedure in place for settling new children into the setting, parents accompany children on settling-in visits and this works well. In addition, children moving rooms are supported through the transition process. Staff accompany children on visits and information about the child is passed between rooms to help staff get to know children before they permanently move rooms.

Children behave well in the setting because they are aware of the rules and boundaries staff have implemented. They sit well at mealtimes and show respect for others. For instance, they observe the silence while grace is being said at lunchtime and older children raise their hands to answer questions at group time. Children display confidence and are keen to talk to visitors, talking about their day and what they are having for lunch. However, on occasion staff that have not been vetted are left unattended with children. In addition, registers of children's attendance are not accurately maintained. This means children are not suitably safeguarded in the setting and their well-being is not protected. These are also breaches of the Childcare Register requirements.

Many children are developing healthy lifestyles. Older children access the outside play area several times during the day. They climb on apparatus and practise balancing on small wooden logs. Bicycles are used by children to develop their large muscles, coordination and ability to negotiate space. Two-year-old children enjoy repeatedly climbing on the apparatus and using the slide. Pre-school children engage in small group physical education sessions, where they play games, pretend to be crocodiles and invent ways to move around the room using their imagination, bean bags and hoops. However, babies are not supported by staff to access the outdoor area daily in order to obtain fresh air and develop healthy habits.

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

Children are not adequately safeguarded in the setting because at times staff who have not been subject to a Disclosure and Barring Service check are left unsupervised with them. In addition, staff do not maintain, accurate registers of children's attendance throughout the day. Although adult to child ratios are always maintained, management do not keep accurate records of staff's attendance. This means in the event of an emergency both the welfare of children and staff are not protected. All staff have had safeguarding training and have a basic awareness of the signs and symptoms of abuse. Staff are aware of who to contact in the setting if they are concerned about a child's well-being and also external professionals they can contact for advice and support. Staff also have a clear understanding of what to do if they are concerned about the behaviour of a colleague or an allegation is made against a member of staff. Staff risk assess the premises daily and the setting is kept safe and secure. Internal doors to the setting are accessible via keypad entry locks and staff check the identity of visitors. All new staff are subject to interview when they commence employment, two references are sought and an induction procedure is in place for all staff and students. Students confidently discuss the induction procedure and the policies they have been asked to read prior to starting placement.

The pre-school room has two qualified teachers and the quality of teaching within this

room is stronger than the other rooms in the setting. As a result, pre-school staff have a greater depth of understanding of the Statutory Framework for the Early Years Foundation Stage and the areas of learning. The teachers work closely with the teaching staff of the preparatory school, which is in the same building and attend regular staff meetings. The manager of the setting checks planning and audits children's development files on a regular basis. However, the monitoring of staff's practice and children's learning is not robust. This means weaknesses in planning, meeting children's individual learning and development needs and staff's knowledge have not been accurately identified by the management team. Appraisals and supervision meetings are in place and the manager works with staff to identify some training needs. Training courses are sought through the local authority and on occasions the management team organise in house training events. Recent training has included behaviour management and paediatric first aid. There is always a paediatric first aid qualified member of staff on duty who can deal with minor accidents.

Positive partnerships with parents have been created and staff liaise with parents daily. Any concerns about children's development that are recognised by staff are clearly discussed with parents. Staff are aware of where to access external advice and support and signpost parents to professionals when required. The management team are conscious of involving all parents in the setting and obtaining their views. Regular questionnaires are sent out and parents are highly complimentary of the staff and the cleanliness of the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that any person caring for, or in regular contact with children has obtained an enhanced Disclosure and Barring Services check (compulsory part of the Childcare Register)
- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- ensure that any person caring for, or in regular contact with children has obtained an enhanced Disclosure and Barring Services check (voluntary part of the Childcare Register)
- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	EY380389
Local authority	Tameside
Inspection number	953398
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	61
Name of provider	Ashton Prep School Limited
Date of previous inspection	11/04/2013
Telephone number	0161 343 3015

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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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