

# Little Grafters @ Grafton House



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

<b>Inspection date</b>	20 July 2017
Previous inspection date	12 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Overall, staff use their knowledge and skills to support children's ongoing progress. They monitor children's progress closely and are able to identify any gaps in their learning swiftly.
- Managers and staff work closely with parents and other professionals to ensure that children who have special educational needs and/or disabilities and those who receive funding have tailored and targeted support.
- Staff gather detailed information from parents regarding children's care and learning at the start. Furthermore, they use a variety of effective methods to maintain a constant two-way flow of information with parents.
- Staff effectively support younger children's emerging speech. For example, they introduce new words to help extend their vocabulary.
- Managers focus on monitoring the quality of teaching and staff performance. The new manager has introduced new systems to coach and mentor staff effectively. Targeted training plans are in place to support ongoing professional development.

### It is not yet outstanding because:

- Staff do not always provide enough opportunities for pre-school children to extend their listening skills and understanding of responsibility even further.
- Staff do not fully support older children to be consistently engaged in meaningful activities and make the most of the opportunities for play and learning.

## What the setting needs to do to improve further

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

- enhance the opportunities to increase all pre-school children's listening skills and understanding of responsibility to a higher level
- support staff to help older children become more fully involved in meaningful play activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff access regular training and updates about child protection issues. They know the correct procedures to follow if they have concerns about a child's welfare. All staff are vigilant in their supervision of children. Robust recruitment procedures and ongoing suitability checks of staff are in place. Managers monitor the progress of different groups of children and evaluate how they use additional funding, such as the early years pupil premium. Managers have addressed previous recommendations and they show a strong commitment to continual improvement. The views of staff, parents and children are included when making changes and setting action plans. Parents praise the genuine care and support staff provide. They comment that they are very happy with the quality of care and learning their children receive.

### Quality of teaching, learning and assessment is good

Staff plan activities that build on children's interests. For example, toddlers eagerly learn about insects and explore the soil using magnifying glasses. Pre-school children thoroughly enjoy the stimulating play outdoors. Staff join in with activities and competently adapt activities to follow children's interests. For example, a birthday celebration sparks an interest in setting up a cake shop. Staff support children's mathematical development through play and routines. Children compare the different sizes of cakes and calculate how much money they need. Staff skilfully support babies in their sensory play. There is a wide range of opportunities to explore different textures, such as water, foam and sand. Children enthusiastically join in with familiar action songs.

### Personal development, behaviour and welfare are good

Children's emotional well-being is supported and there is an effective key-person system in place. Staff sensitively care for all children and meet their individual needs. The care for younger children is particularly strong in the nursery. Staff help children to learn about behavioural expectations through various strategies. For example, they use visual cards and praise children's efforts and achievements. Staff support children's good health through healthy eating and daily exercise. Children display increasing self-confidence and a good sense of belonging. For example, the graduation ceremony is an opportunity for older children and their parents to celebrate their achievements with pride.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in their learning from the time they start at the nursery. Children demonstrate good attitudes to learning. They develop early literacy skills. For example, they practise writing their names using foam and water. Children gain confidence to express their views and take part in group activities. They show good motivation and levels of concentration during activities. Children develop good independence in their self-care skills and choose activities they want to play with. They develop skills to support them in the next stage of their learning, including when they move on to school.

## Setting details

<b>Unique reference number</b>	EY380389
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1088064
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Ashton Prep School Limited
<b>Registered person unique reference number</b>	RP901201
<b>Date of previous inspection</b>	12 June 2014
<b>Telephone number</b>	0161 343 3015

Little Grafters @ Grafton House is owned by Ashton Preparatory School Ltd and re-registered in 2008. The nursery is open from 7.30am to 6pm, Monday to Friday, except for bank holidays and over the Christmas period. It provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff on a regular basis. Of these, three are qualified to levels 4, 5 and 6, three hold a qualification at level 2 and two hold level 3.

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