

The Grange Nursery

The Grange, 18-21 Church Gate, THATCHAM, Berkshire, RG19 3PN

Inspection date	26/08/2014
Previous inspection date	15/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The management team show a strong commitment to continuous improvement which motivates staff, ensures that practice is responsive to parents views and benefits children's learning.
- Children enjoy their time at the nursery and make good progress because staff plan effectively for their individual needs and interests.
- Children demonstrate high levels of independence as they move freely to select favourite toys, ask to use the potty, help themselves to drinks and self serve during meal times.
- Children develop positive warm nurturing relationships with the staff which enables them to become confident individuals.

It is not yet outstanding because

- Staff do not always plan group times effectively to provide all children with stimulating and exciting learning experiences.
- Although staff provide parents with information on children's daily routines and experiences, they do not consistently discuss share children's progress in their learning and development so that parents may extend children's develop their learning further at home.

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.

Inspection activities

- The inspector observed children in all areas of the nursery.
- The inspector held discussions with the nursery manager, owner, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

The Grange Nursery registered in 2012 and is owned by a limited company, Pegasus Child Care Ltd. It is situated in Thatcham, Berkshire and operates from converted premises. The children are cared for in several rooms on different levels of the premises and there are stairs and steps inside, and steps to gain access to the garden and main entrance. There is an enclosed area for outdoor play. The nursery is registered on the Early Years Register. There are currently 260 children on roll in the early year's age range. Children attend for a variety of sessions. The nursery is in receipt of free early years education funding for children aged three and four years. It supports a children who have special educational needs and/or disabilities, and children who learn English as an additional language. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round except for bank holidays and a week at Christmas. The nursery employs 19 members of staff, including two managers; of these 14 hold recognised early years qualifications, including one with a foundation degree. Three members of staff are working towards gaining or furthering their qualifications. A cook, housekeeper and an administrator are also employed at the nursery. The nursery has three unqualified bank staff who work when needed.

What the setting needs to do to improve further

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

- further develop communication systems to enhance parents knowledge about their children's learning and development to enable them to help their children at home

- raise the high quality of teaching further to ensure that group times fully engage and interest all children.

Inspection judgements

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

Children learn happily at this welcoming and bustling nursery, and staff endeavour to give them the best start in life. They Staff plan effectively to support children's needs and learning as they staff create individual planning and using accurate assessments of the children. Staff base their assessments on ongoing observations of children's play and a good understanding of children's starting points and interests. They record these consistently in children's learning journals as children move through the nursery age groups. This includes the required progress check for children aged two. Parents are encouraged to contribute to their children's progress records with information about what

their children have been doing at home. This ensures that children receive good continuity in their care and learning. While it keeps parents informed of their children's general progress. While staff have good relationships with parents to ensure children are well cared for. However, staff, they have not fully developed approaches communication systems to share daily information on about children's learning. This means that parents are not fully able and to to consistently support promote their children's learning at home. This means some parents are unsure about their children's next steps in learning and how they can support them at home. Staff quickly identify any gaps in children's learning, and they provide additional learning opportunities to appropriate interventions which ensures help that all children make good progress relative to their starting points. Children are active learners who are eager to join in and have fun as they learn. Children enjoy and benefit from a wide range of play activities. These experiences promote children's learning and development effectively. across all areas of children learning and development. For example, staff supported older children to plan and then create build brick Lego models of their houses. Children, draw and evaluate these models, and evaluate their models. As a result, children learn to take risks, make decisions to put their plans into words, take turns, appreciate their differences, and develop their hand coordination as they build creatively and draw. Staff help children to be curious in their learning and to develop their thinking. For example, staff help the babies to explore cause and effect as they play with battery powered toys, and repeat a sequence of actions. As a result, children concentrate for extended periods of time and do not give up when faced with challenges. Children are independent learners as staff value children's own choices and play. For example, staff are sensitive when to intervene in children's play or allow children to play on their own. Staff as they take on roles join in with children's free play and stories, further enhancing children's imaginative play. . Children develop their speech and language skills well. Singing activities support babies and younger children's communication skills. Staff comment on narrate children's play which helps children to learn new words. Children learn to build increasingly longer their sentences as staff encourage them extend what they are saying. to add words to their speech. Staff consistently engage children in conversations throughout the day. Older children develop good listening skills and they confidently talk in front of an audience of their friends. This helps prepare them for school. Staff consistently support children's mathematical learning through everyday routines and activities. For example, staff encourage children to count how many cups on their table. two to three year olds counted how many cups were on their table, toddlers engaged in number songs and older children wrote numbers on paper. Staff read to children throughout the day which supports children's love of stories. The pre-school staff supports children's literacy skills well. Children develop their imaginations through creating their own stories with small world figures and role play. They use their early writing skills to mark make, form letters and begin to write some words, such as their names. As a result, children develop skills ready to start school.

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

Children settle easily and are confident, happy and at ease in the care of the staff. Staff support new children well as they attend arrange flexible settling-in sessions with and without their parents prior to starting. This enables staff to gather in good information

about children's individual needs and their home routines. As a result, staff are able to support and meet children's needs consistently. Children regularly mix with each other and different age groups in the shared garden spaces. This also enables and siblings have opportunities to spend time with each other during the day. Consequently, This helps children build positive relationships and get to know with the different staff in the nursery. Parents state that their children gain confidence and a sense of belonging as all staff in different rooms know their children and greet them. The staff understand Tthe key person system is well embedded. For example, they encourage a two-way flow of information with parents about children's routine and care. Consequently, This helps staff are able to meet the all children's individual care needs quickly on a daily basis. Children demonstrate good relationships with their key person, as they enjoy cuddles into them in the baby room and respond to staff'stheir enthusiasm during activities. Staff are good role models, who demonstrate a sense of pride in their roles. They give children extremely clear messages about safety., Ffor example, staff remind children about safety when using the stairs and in playing safely outside. Children learn about why it is important to receive have plenty of fresh air and exercise. There are regular opportunities for all children to use the outdoor gardens throughout the day, which supports their physical development. Children enjoy nutritious and healthy meals and snacks provided and freshly prepared daily at the nursery. Older children are independent in using cutlery and pouring their own drinks. Staff support children in developing their independencet skills effectively. This encourages cChildren learn to be responsible and to manage their personal needs well. There is a broad range of stimulating and interesting resources. These are accessible to the children in low level storage units. Children have appropriate spaces for sleep and rest in all areas of the nursery. Suitable furniture is available, such as cots for babies and sleep mats for the older children. Good information is gained from parents about their children's sleep routines and any comforters required. Staff sing and gently pat children to help settle them to sleep. This helps children feel safe and secure as they fall asleep. Children's routines are generally well organised and age appropriate. However, occasionally circle time for the younger children is too long and childrenand they become distracted and restless. Children's behaviour is positive. They have warm bonds with their friends and the staff. For example, children happily play together, share resources, and listen as someone speaks. They understand their responsibilities for example in helping to clear away and tidy up resources. Staff provide age appropriate explanations to support children's understanding of right and wrong. Children benefit from positive praise and encouragement, which supports their self-esteem and confidence well. Consequently, children interact with adults well., Ffor example, children call staff by name and request support when needed and approach visitors confidently to ask questions.

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

Management and staff are committed to children's safety. They demonstrate a very good understanding of the safeguarding and welfare requirements. for the Statutory Framework of the Early Years Foundation Stage. All staff complete safeguarding children training. Therefore, staff understand their responsibilities to safeguard children and the procedures to take should they have a concern about a child in their care. This includes notification to

the correct authorities. The management implements the robust policies and procedures effectively, which staff adhere to in their daily practice. These policies are shared with parents so they understand the procedures that support their children's health, well-being and safety at the nursery. The nursery team manages and staff review these procedures regularly and work in partnership with the local authority to monitor children's wellbeing and safety. Recruitment procedures are effective and therefore, ensure that the adults working with children are suitable to do so. Staff are suitably qualified, and receive regular supervision to promote their personal development. Managers regularly review staff knowledge of policies and procedures at staff meetings and seek further training as required, so that children can learn and play safely and happily. Staff benefit from attending local authority training and working alongside early years consultants to improve their practice. Reflective practice is embedded as staff spend time observing and commenting on each other's practice. Staff deployment is effective in meeting the needs of the children. The nursery management has robust systems for evaluating their priorities and in identifying future targets, through action plans and staff supervision. They take into account the views and suggestions of children and their parents and their early year's adviser, in order to improve their practice further. The nursery management has made effective improvements since their last inspection. The nursery team are therefore confident to demonstrate and highlight their strengths and their continual plans for improvements. The nursery staff successfully promotes children's learning, particularly in relation to children's communication and language, physical development and social relationships. Staff encourage parents to contribute to their children's learning journals in order to celebrate children's achievements and successes. The nursery staff has well-organised systems to determine children's individual starting points through discussions with parents and the initial observations completed by staff. Likewise effective systems for transitions moves between age and stage rooms support children's progress; and helps children to meet their full potential. Staff identify children's needs quickly through consistent planning and assessment. Consequently, they have an accurate understanding of children's achievements and capabilities and plan for each child's individual learning. Children make good progress overall in relation to their starting points. Parents are very positive about the care their children receive. Effective partnerships with others, including speech and language therapists, make a valuable contribution to meeting children's needs. There are established arrangements in place with feeder schools, so that children can move confidently on to their next stage of learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY431003
Local authority	West Berkshire (Newbury)
Inspection number	962564
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	89
Number of children on roll	260
Name of provider	Pegasus Child Care Ltd
Date of previous inspection	15/11/2013
Telephone number	01635 226294

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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