

Griffin Day Nursery

The Griffin Nursery, Stonyfield, BOOTLE, Merseyside, L30 0QS

Inspection date	23/06/2014
Previous inspection date	27/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The setting provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring practitioners ensure that children are exceptionally well supported in all areas of their learning and development.
- Highly effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- The dynamic and innovative ethos of the setting is evident in all areas, both inside and outdoors. The children enjoy highly nutritious meals. As a result, their health and well-being needs are exceptionally well met.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on impact for children, which means that all children make excellent progress from their starting points.
- Highly effective partnerships between the setting, parents and external agencies mean that children's needs are quickly identified and exceptionally well met.

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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding and recruitment of practitioners.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioners' suitability to work with children, the provider's self-evaluation form and the development and action plans in place, to secure continued improvement.
- The inspector carried out a joint observation with the setting manager.
- The inspector took into account the views of parents spoken to on the day and from written comments.

Inspector

Lynnette Kobus

Full report

Information about the setting

Griffin Day Nursery was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is run by a private provider and operates from a single-storey building in the Netherton area of Sefton, Merseyside. Children are cared for in two playrooms and have access to a secure garden for outdoor play. Children attend from the local community. The setting operates Monday to Friday from 8am until 6pm all year round, with the exception of bank holidays. There are currently 52 children on roll in the early years age group. The setting supports children with special educational needs and/or disabilities, and provides funded education for two-, three- and four-year-olds. It employs 10 practitioners. Of these, the manager holds a level 4 qualification. All other practitioners hold appropriate qualifications from level 2 to level 6.

What the setting needs to do to improve further

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

- enhance the already excellent outdoor provision for children by extending the shaded areas in the garden, for example, by providing an additional canopy when it is very sunny.

Inspection judgements

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

Teaching is outstanding. Practitioners have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well motivated to learn in this extremely high-quality setting. Practitioners provide an exciting, stimulating and extremely well-organised environment, both indoors and outdoors. This ensures that all children make rapid progress in all areas of their learning and development. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and on supporting physical, personal, social and emotional development. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are exceptionally well prepared for school and their next stage of learning. Practitioners value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Babies engage in varied physical experiences as they explore their exceptionally well-planned playrooms. Practitioners support and encourage them to stand and walk using furniture and toys. Older children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, making number cards to put on their bikes, gardening and climbing trees. As a result, they develop their physical skills exceptionally well. Children develop their knowledge of technology and understand that information can be

retrieved from computers. For example, they competently use computers, video cameras and toys which demonstrate cause and effect.

Practitioners provide an excellent range of resources and there is a sharp focus throughout the setting to promote all areas of learning and development. Children develop their communication and language skills as they show interest in familiar sounds. Practitioners encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. This is because practitioners are highly knowledgeable and are well trained. Therefore, they understand individual children's learning needs. A range of resources to support children with special educational needs and/or disabilities ensure that all children's language and communication needs are met and that they make excellent progress. Practitioners provide a wealth of resources to help children gain a positive attitude towards themselves and people from different cultures. Therefore, children are exceptionally respectful towards one another and adults in the setting. Older children read and write as appropriate for their stage of development. For example, the pre-school children wrote invitations to their parents, inviting them to attend their 'tiger's tea party'. Furthermore, children wrote their own menus and went shopping for their party food with the practitioners. Consequently, children are highly motivated to learn.

The practitioners are inspirational in how they encourage children to be imaginative and make connections in their thinking. For example, children enjoy favourite stories, which are then re-enacted in their play indoors and outdoors, by looking for tigers in the trees or pretending to be monsters. Children plant herbs and vegetables and are encouraged by practitioners to describe what they see, feel, smell and taste. Therefore, children throughout the setting benefit from learning through a multi-sensory approach. Children's artwork is wholeheartedly accepted by the practitioners, who focus on the processes involved in children's creations. Role play is very strong throughout the setting. For example, on the day of the inspection, children pretended to be at a barbecue and asked friends how they liked their steak, rare or well done. Furthermore, practitioners often take children to buy food, which children help to prepare and cook for their lunch. Therefore, children are consistently supported by practitioners to make connections in their thinking. Reading books is a particularly strong feature of the setting, with children enjoying distinguishing sounds in a variety of ways. For example, using a range of musical instruments, going on 'listening walks' and enjoying a wealth of books, indoors and outdoors throughout the day. Consequently, all children demonstrate a love of books and storytelling. This means that all children in the setting enjoy an increasing range of books, which supports their literacy development. Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Practitioners are dynamic and enthusiastically plan learning using the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development and routine care practices, and to liaise with parents. Every child has an individual profile and a record of learning that is first class. Practitioners have a wealth of knowledge of every child's needs and future needs. Parents speak to practitioners on a daily basis and during parents' evenings. They contribute to learning files, which are sent home on a regular basis as a communication tool. As a result, excellent relationships are actively contributing to children's learning and progression.

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

Practitioners support children to feel extremely secure and comfortable with routines, and there are close relationships between children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To help prepare children getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents contribute to their child's learning through the learning files and communication books, with practitioners planning activities based on information from parents.

Children form strong, secure emotional attachments which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children ensures that all children form positive and trusting relationships. Children settle well because practitioners find out very meaningful information from parents about their child, to ensure all children's needs are known and effectively met. Practitioners effectively promote children's independence and sense of responsibility through an excellent balance of child-initiated and adult-led experiences. For example, at mealtimes children help to serve their own meals and choose from a very healthy, highly nutritious menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and positively promoting healthy foods. Children are able to manage their own self-care appropriate to their age because practitioners provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods, and pre-school children take it in turns to be 'lunch monitors,' counting and matching crockery and cutlery, which helps them to prepare for school.

Practitioners role model and use positive communication strategies to help children understand about acceptable behaviour. Behaviour management training is very well embedded and practitioners share their good knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is outstanding. Children learn about keeping safe through highly effective teaching strategies. Practitioners model very effectively how to develop ways of challenging learning and development safely. For example, children climb trees, complete obstacle courses and encourage bees and bugs into the garden. Consequently, children learn how to understand the world in a well-organised, risk-assessed environment. This ethos is consistent throughout the setting, resulting in outstanding progress in personal, social and emotional development for all children. The learning environment indoors and outside is exceptional, and the garden is within a large woodland area, which children make regular use of. This makes an outstanding environment in which children can play and learn in a wide variety of ways. The setting recognises that children will benefit even further from the exceptional outdoor environment by extending the shaded areas in the garden. For example, by providing an additional canopy for when it is very sunny.

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

Safeguarding procedures are outstanding. All practitioners prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the setting's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor performance within the setting and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. All practitioners have undertaken safeguarding training externally and follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems help to ensure that all adults working with children are suitable to do so. Extensive support and liaison with a wide range of professionals enable practitioners to implement the requirements of the Early Years Foundation Stage with confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met very effectively and relevant support services being involved.

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified, and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of practitioners, children and parents. The practitioners share a vision to provide an excellent service for the children and their families, therefore making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable practitioners to continually evaluate their practice. This is achieved through high quality systems for professional supervisions, peer observations, practitioners' self-appraisals and discussions during meetings with the managers and the early years teacher. The system of evaluation of practitioners' performance through peer observation is robust and fully encourages practitioners' continued professional development in order to learn through honest and critical reflection. A wealth of training for all practitioners contributes towards the excellent progress that all children make in their learning. Highly effective partnerships between parents, external agencies and other providers are evident and are well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with other professionals, due to the commitment of the manager in ensuring that a holistic approach to supporting all children's needs is in place. The setting works closely with the local authority early years team, who provide training and support.

Practitioners have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative boards are displayed around the setting. These illustrate the breadth of activities that children are actively involved in during their time at the setting, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development are shared with other providers. As a result, there is consistent, secure support for children with any identified needs and, therefore all children's needs are very well met.

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

Unique reference number	EY390214
Local authority	Sefton
Inspection number	870870
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	52
Name of provider	Maitland Nurseries Limited
Date of previous inspection	27/10/2009
Telephone number	01519 311 853

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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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