

Inspection of The Grosvenor Day Nursery

Church Hall, Grosvenor Place, Exeter EX1 2HJ

Inspection date:

2 August 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Focused group activities do not always engage all children. For younger children, staff do not organise the activities so that all children are involved in tasks and they do not support children's communication and language skills fully. With older children, staff do not recognise when literacy activities lose children's interests. This means that children lose concentration and are not fully motivated.

Children have good emotional security. They form strong bonds with familiar staff. In the baby room, staff use family photographs well to soothe young children as they return after long absences due to the pandemic. Children moving on to school are supported well. For example, staff have worked closely with schools and parents to create a photographic display to help children become more confident with the move.

Children behave well and are respectful towards each other. Children show kindness to each other, such as swapping whole fruit at snack time. Young children recognise when their friends are upset and show concern for them.

During the COVID-19 (coronavirus) pandemic, parents have been unable to enter the setting. However, staff gather useful information when children start and keep parents well informed of care practices, activities and next steps in learning.

What does the early years setting do well and what does it need to do better?

- There is good support for children with special educational needs and/or disabilities (SEND). Staff work closely with parents and other agencies to ensure children make the progress of which they are capable. Staff adapt daily routines and activities to enable children with SEND to access the curriculum. Staff provide specific tools to help children achieve. For example, children explain how their colour chart works to support good listening and kind hands.
- Leaders and managers use additional funding well to engage older children in broader experiences, such as using an interest in construction to engage boys in role play and encourage their imagination.
- The manager has provided some support and guidance to staff since the last inspection. This has helped raise the quality of planning, in most cases, and the use of assessment to identify next steps. Overall, staff interactions with children have improved and they have higher expectations for children's learning.
- Staff plan interesting activities and provide a broad range of experiences. However, staff do not always use their knowledge of children to extend their learning in planned group activities. Although young children keenly engage in making cakes, staff do not fully involve them in the process or provide enough equipment, which leads to children sitting for a long time and losing interest. Staff do not recognise the opportunity to support young children's communication and language skills to develop their understanding of the process and to build their vocabulary further.

- Older children have opportunities to develop their literacy skills. They are keen to clap out or jump syllables to help them see the rhythm of words. Staff provide fun opportunities for children to learn letter sounds, such as hidden objects in the garden. However, staff do not always recognise when extension activities have gone on too long and some children have become disinterested.
- Children enjoy opportunities to share familiar books. Young children are focused and enjoy finding the fruit and placing the pieces in the correct space. Older children enjoy hearing about other countries and keenly use the globe to find familiar countries, especially where the Queen lives.
- Children's health and welfare has been a priority during the COVID-19 pandemic. Staff use good hygiene practices to help maintain children's well-being. Care practices are effective in meeting children's needs, such as appropriate hand washing before children eat, after outdoor play and before cooking activities.
- Staff show children respect and give them a 10 minute warning so that they can finish their play. Children are given responsibilities, for example to remind the member of staff when the timer runs out. Children regularly receive praise, which raises their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe. For example, they are vigilant when helping children cross the road to the outside play area. They provide clear explanations so that children understand why they need to look and listen. Staff understand the possible signs that may indicate that a child is at risk of harm, including wider safeguarding issues, such as domestic abuse and radicalisation. They know the local procedures to follow. Staff are confident to follow whistle-blowing procedures if they have a concern about a member of staff. Leaders ensure staff are suitable for their role and carry out appropriate checks. They carry out effective recruitment and induction procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
organise activities for the youngest children to ensure they are fully involved in their learning to better support their understanding	20/08/2021

use all opportunities to support children's communication and language skills, including modelling language appropriately.	20/08/2021
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To further improve the quality of the early years provision, the provider should:

- develop further staff's understanding of ensuring the pace and length of activities meet older children's needs.

Setting details

Unique reference number	EY472686
Local authority	Devon
Inspection number	10144200
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	30
Name of registered person	The Grosvenor Day Nursery Partnership
Registered person unique reference number	RP533303
Telephone number	01392 279777
Date of previous inspection	8 January 2020

Information about this early years setting

The Grosvenor Day Nursery registered in 2014. The nursery operates from a converted church hall in Exeter, Devon. Children have access to an outdoor play area nearby. The nursery is open each weekday from 7.45am to 6.15pm, all year round. The owners employ six staff. All have early years qualifications at level 3 or above, including the owner/manager. The nursery provides funded nursery education places for children age two, three and four years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discuss the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk to discuss how the setting is organised and how they plan the children's learning.
- The inspector completed a joint observation with the manager and discussed staff's professional development.
- Discussions were held with parents, children and staff at convenient times during the inspection.
- The inspector held a leadership discussion with the manager/owner and sampled required documentation.

We carried out this inspection 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.

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