

Inspection of The Granary Day Nursery

The Granary, Heath Road, Dunholme, LINCOLN LN2 3QD

Inspection date: 20 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming nursery. Staff develop warm relationships with the children in their care. For example, babies freely approach staff for cuddles, and children who are new starters settle quickly. Staff know children are inquisitive about the world around them. Children are eager to view the nursery caterpillars, which have recently become butterflies. Staff introduce new vocabulary, explaining the butterflies have left their 'chrysalis' and they eat using a 'proboscis.' Children share previous learning with their friends as they know the proboscis helps butterflies drink nectar. This builds on children's emerging interests.

Children have multiple opportunities to develop their muscle strength and coordination skills. Babies confidently crawl, pulling themselves up on play equipment. Staff hold babies' hands as they start to walk, helping them gain confidence on their feet. Toddlers pedal bicycles and push themselves along on ride-on toys. When toddlers want the same tricycle, staff explain how to use the sand timer to help them take turns. To this end, toddlers know when their time on the tricycle is over and happily give it to their friend. Pre-school children roll large tyres across the grass, run up and down slopes and dig in sand. When pre-school children throw balls into a small tree, staff encourage them to consider how to retrieve them. Staff supervise as children safely carry a small ladder to the tree, where they work together to get the balls. This helps children problem solve.

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

- Staff provide healthy snacks, meals and fresh drinking water for children. They work closely with parents to manage children's allergies. Staff follow established processes to ensure information is safely communicated across the nursery and use different coloured placemats to ensure the safe management of individual children.
- Staff provide opportunities for children to develop their independence skills. At mealtimes, pre-school children are supported to pour drinks, wash their plates and cups, and tuck their chairs away before leaving the table. Toddlers are reminded to put on slippers when they return inside from outdoor play, where staff offer assistance for those who require help. Older babies are learning to wash their hands. Staff help them turn on taps and dry their hands once finished. This helps children learn to do as much for themselves as possible.
- Staff are good role models and support children to share, use good manners and follow the daily routine. Children are respectful and ask each other to play, waiting patiently for their friends to be ready to start activities. However, staff do not always help toddlers understand what they expect of them. For example, some toddlers become distracted and leave during group activities. Staff

encourage some children to rejoin the activities while others are allowed to go and play. This results in some children becoming confused about what they should and should not do.

- Staff plan activities for children to develop their small-muscle skills. These activities help children practise the skills needed for early writing. For example, older babies use chunky brushes to paint colourful lines, while younger babies use their fingers to make marks on paper. Pre-school children are encouraged to use tongs to pick up cucumber sticks for their snack, and toddlers work with staff to roll balls down shoots. Toddlers repeat this play, giggling with delight each time a ball lands in the bucket.
- Staff help children develop their early mathematical skills. They encourage children to count and recognise colours, sizes and shapes. For example, toddlers work with staff to join differently shaped bricks to make new shapes. Pre-school children talk about the colours in the Union Jack flag. Staff help children use the colours from the flag to mix new colours. Children excitedly notice that mixing red and white paint makes pink. Babies enjoy scooping sand into a toy digger. Staff use vocabulary such as 'full' and 'empty.'
- Staff provide a well-considered learning environment within the nursery. Children benefit from a balance of child-led play and adult-initiated activities indoors. However, staff do not always plan and provide the same level of rich learning experiences outdoors. This means that some children do not fully engage in outdoor play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop and implement consistent behaviour management strategies which build on toddlers understanding of behaviour expectations
- build on how staff plan the outdoor provision to ensure that it consistently meets the individual needs of all children.

Setting details

Unique reference number	2696344
Local authority	Lincolnshire
Inspection number	10342421
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	59
Number of children on roll	84
Name of registered person	AWTW Limited
Registered person unique reference number	2696343
Telephone number	07557092149
Date of previous inspection	Not applicable

Information about this early years setting

The Granary Day Nursery registered in 2022 and is located in Lincoln. The nursery operates Monday to Friday, all year round. Sessions are from 7.45am till 6pm. The nursery employs 20 members of childcare staff. Of these, 12 hold early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The children told the inspector about what they like to do when they are at nursery.
- The inspector talked to the staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an outdoor group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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