

# Inspection of Grosvenor House Day Nursery And Pre-School

216 Melton Road, Edwalton, NOTTINGHAM NG12 4BS

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Inspection date: 3 July 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff seek a range of information from parents, when children first start at the nursery. They use this information purposefully to help new children settle. Babies and toddlers receive lots of cuddles and reassurance from staff when they arrive at the setting and throughout the day. Children that are new to the setting quickly settle. Parents comment on the warm welcome that they and their children receive each day and how well staff know their children.

Staff provide children with many opportunities to develop their fine motor skills. Babies laugh and giggle as they play with slices of oranges in a water tray. They fill and empty cups, splash their hands in the water and squeeze the orange slices. Toddlers show high levels of interest as they take part in a cooking activity. Staff demonstrate and support the children to use baking equipment, such as rolling pins and biscuit cutters. Pre-school children use paint brushes, glue spreaders and chalks with control and coordination. Staff offer children lots of praise and children take pride in their creative achievements.

Staff sit at the same level as the children, playing alongside them. Toddlers are supported to learn new skills and take appropriate risks. Staff supervise toddlers closely as they use scissors to cut up leaves that they have collected from the garden. Toddlers say 'sharp' as they use scissors. They demonstrate they understand that they need to be careful.

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

- Staff plan and implement a broad curriculum for children that focuses on ensuring that they are ready for school when the time comes. For example, during stories staff read in a manner that engages children and captures their interest. Staff encourage children to talk about the pictures and events in the stories. Older babies make animal sounds and can name some of the animals in the pictures. Toddlers show an interest in learning about wildlife from factual books. Pre-school children talk about the events in stories and predict what they think will happen next confidently.
- Staff get to know the children in their care well. They use information gained from parents and from regular observations of children to find out about children's individual interests, and to plan for children's next steps in learning. Parents value the information that staff share with them about their child's day and about the progress they are making in their development. Staff encourage parents to support their child to work towards achieving their next step in development at home.
- Leaders and managers support staff well. Staff comment that they enjoy working at the nursery. They have regular supervision and receive feedback on

their practice. Leaders encourage staff to access ongoing professional development opportunities. Robust recruitment procedures are in place to ensure that all staff employed to work with children are suitable to do so. New staff receive a comprehensive induction to ensure that they understand their role and responsibilities.

- Children are provided with freshly cooked healthy meals and snacks. There have been recent changes to the procedures for mealtimes. As a result, good attention is paid by staff to ensure that children's individual dietary requirements are met. They complete handover checks with catering staff before meals are served.
- Staff support children to be independent in their self-care. Babies are encouraged to use spoons to feed themselves. Toddlers learn to drink from open top cups and use a range of cutlery. Pre-school children serve their own meals. However, staff do not support children consistently to use good hygiene practices, such as washing their hands before eating. Additionally, on occasion older children are not encouraged to use serving utensils rather than their fingers, when helping themselves to food.
- Staff ensure that children who need extra help receive it at the earliest opportunity. They work closely with parents and other professionals to put appropriate support in place for children with special educational needs and/or disabilities.
- Staff have clear expectations for children's behaviour. They support children to learn how to be kind to each other and show respect. Staff model manners that the children copy. Children say please and thank you. Staff support children to share toys and take turns. They remind them gently to use their 'kind hands'. However, staff have not yet considered fully how to support children to learn about what makes them individual and unique.

## 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 a consistent approach to teaching children about the importance of good hygiene practices
- support children to develop their understanding of diversity and learn about what they have in common and what makes them individual and unique.

## Setting details

<b>Unique reference number</b>	EY484837
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10411503
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	145
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Child's Time Ltd
<b>Registered person unique reference number</b>	RP902620
<b>Telephone number</b>	0115 7840260
<b>Date of previous inspection</b>	10 October 2023

## Information about this early years setting

Grosvenor House Day Nursery And Pre-School registered in 2014 and is located in Edwalton, Nottingham. The nursery employs 20 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including two staff who have qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6.30pm. The nursery provides funded early education for children aged nine months to four years.

## Information about this inspection

### Inspectors

Teresa Lester  
Will Good

## Inspection activities

- The inspection was carried out as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors carried out a joint observation of group activities with the manager.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspectors.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.

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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