

# Overbury Grasshoppers

Inspection report for early years provision

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<b>Unique reference number</b>	EY390721
<b>Inspection date</b>	12/10/2009
<b>Inspector</b>	Ruth Tharme
<b>Setting address</b>	Overbury, Nr Tewkesbury, Glos, GL20 7NT
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Overbury Grasshoppers is a limited company. It opened in 2009 and is situated in the village of Overbury in Worcestershire. The setting operates from a main room with two ancillary rooms in purpose-built premises. All children share access to an enclosed, outdoor play area. The premises are designed for ease of access. The setting has close operational links with Overbury Church of England First School. A maximum of 30 children may attend the setting at any one time. It is open each weekday from 08.00 to 18.00 for 50 weeks of the year. Provision for older children is offered before and after school and in school holidays. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll, 26 of whom are in the early years age group. Children come from the village and from the surrounding areas. The staff have experience of supporting children with special educational needs and/or disabilities. The nursery employs six members of staff. Of these, four hold appropriate early years qualifications, and two are in the process of training.

Children have weekly opportunities to take part in forest school activities and dance drama sessions.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery effectively meets the needs of all children in the Early Years Foundation Stage. This is because practitioners plan well in order to provide experiences that are stimulating and engaging so children's learning and development is effectively promoted. They take positive steps to ensure children's safety and well-being, and work closely with parents in order to support children effectively. Established systems for self-evaluation ensure that the setting recognises the strengths and weaknesses of the provision and takes positive action in order to drive future improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- when children attend more than one setting ensure that practitioners from each setting regularly share the children's development and learning records and any other relevant information in order to support children more effectively

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

The leadership and management of the setting is good. Managers are focused on promoting children's welfare, learning and development. There is a strong

emphasis on safeguarding as policies are well understood and implemented by all staff. This means that they are well placed to protect children who may be at risk. An effective risk assessment programme is used to ensure that the premises and resources are safe and suitable for children to use. Robust employment procedures are in place to make sure that adults working with children are suitable for their roles. An effective key person system means that children feel strong bonds with staff and are happy in their care.

The nursery is well equipped, with a wide range of good quality resources available which are imaginatively used to support children's learning and development. The deployment of staff is well considered so children benefit from good levels of adult support. Practitioners actively promote inclusion as they acknowledge and value differences, ensuring that their plans take account of children's individual needs. Careful planning of the environment, such as the use of small furniture, promotes inclusion by ensuring that even the youngest children can take part fully in table-top activities and meal times.

Clear strategies for self-evaluation effectively identify weaknesses in the provision. The setting takes account of the views of parents, children and other professionals in order to highlight areas for improvement, and takes positive action to drive future progress. For example, recent changes to the planning, observation and assessment arrangements have had a positive impact on the outcomes for children.

Parents have a strong involvement in the setting. They regularly contribute to children's activities and learning experiences and provide additional information used in the assessment of their child's progress. The key person system works well so parents feel supported and involved. Arrangements such as the electronic newsletter and home/setting report books mean that parents are particularly well informed. The nursery has taken steps to identify other settings the children attend but has not yet developed sufficient links to ensure that development and learning records and other relevant information is shared.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development. This is because practitioners take care to identify individual needs and interests and use these effectively to plan activities that interest, stimulate and equip children with skills for the future. A strong key person system ensures that staff know the children and their families well. This, along with a solid programme of observation, means that children's progress is carefully monitored and their achievements consistently recognised and acknowledged. Progress is good in all areas of learning, but particularly good in knowledge and understanding of the world. This is because very good use is made of outdoor space and the surrounding estate land and facilities. Children benefit from frequent opportunities to explore the natural world, seeing at first hand how crops and animals are farmed, and learning where their food comes from. They also enjoy very strong links with the local community, playing an active role in village life.

Children feel safe and secure in the setting as they have strong bonds with the adults caring for them. They enjoy their time in the setting excitedly anticipating the activities planned. They learn to keep themselves safe as they use tools correctly, for example using a knife carefully to prepare snacks. They have a good awareness of potential dangers and how to avoid them, stating clearly how they will keep safe when crossing the car park. Children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air and making healthy food choices at meal times.

Children demonstrate very caring attitudes as older children frequently take responsibility for younger ones, making sure they have toys within reach and are given help when needed. The high expectations of practitioners and the clear boundaries set mean that children behave very well and have good manners. They are confident, inquisitive and enthusiastic because the provision effectively meets their needs and provides interest and enjoyment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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