

Grasshopper's Nursery School

Inspection report for early years provision

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Inspector

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Setting address

St. Bernards RC Primary School, Victoria Park Avenue, Lea,
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Type of setting

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).

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Description of the setting

Grasshopper's Nursery School is operated by an individual provider and was registered in 2010. It operates from a room in St. Bernards RC Primary School in Lea, Lancashire. Access to the ground floor nursery is suitable for wheelchairs. Children have direct access to a secure outdoor play area.

The nursery school is registered on the Early Years Register. A maximum of 26 children may attend the nursery school at any one time. There are currently 46 children on roll aged from two years attending in this age group. The nursery school is open on Monday, Tuesday and Wednesday from 9am to 3.30pm and on Thursday and Friday from 9am to 12 noon, term time only. The nursery school provides funded early education for three- and four-year-olds.

There are nine members of staff, all of whom hold early years qualifications. The majority of staff are qualified to level 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy their time at the nursery which provides a warm, friendly and inclusive environment. Management and staff demonstrate a strong drive and good commitment for further improvement. The majority of the nursery's care and welfare systems and procedures are well documented and effective. Positive, well-established relationships are in place with parents and others to support children's needs. Consequently, children make good progress and development in all areas of learning.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the following is obtained from parents in advance of a child being admitted; information as to who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 13/06/2011

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

- refine current systems to enable consistent tracking and assessment of each child's achievements to better identify learning priorities.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because the staff are confident in recognising the signs of abuse and reporting child protection concerns or allegations. Staff have attended training and two nominated persons have engaged in further training to enable them to undertake their roles. Robust recruitment, induction and ongoing training further create an environment where children are happy and safe. Safety systems, including risk assessments, daily premises checks and the regular undertaking of fire drills, are carried out. Staff are deployed well to support the children's development, independence and self-esteem. However, information about who has parental responsibility and legal contact for each child is not in place which is a breach of requirements. The premises are secure and the monitoring of visitors is rigorous to ensure children are safe. All staff have a current first aid certificate and a fully stocked first aid box is in place to ensure minor accidents can be dealt with appropriately.

The hands on provider and the staff team demonstrate a good commitment and capacity towards continual improvement. The staff and children have settled in well to their new premises. A number of positive improvements have been implemented, based on the advice of the local authority support team, to improve outcomes for children. For example, the reorganisation of the snack time, and the use of specific positive praise by staff enables more choice and independence for children and a boost to their self-esteem and confidence. The manager and staff are highly committed to ensuring all children are included. They have a good approach to promoting diversity to enable children to understand the world around them. Staff have a good understanding of the Early Years Foundation Stage guidance. They are very successful in making and sustaining improvements to provide a good quality service for parents and children, and action plans outline a clear vision for improvement. Partnerships with other agencies are very good and transitions for the older children effectively support them to confidently move to school.

There are well-established good systems in place to ensure that clear general information is available for parents in the form of policies, procedures, notices and displays. Children are relaxed and happy at handover times because they are used to seeing their key person and their parents chatting in a friendly way about their care needs and their time at the nursery. Parents are very pleased with and speak highly of the nursery and the dedicated staff. They particularly value the fact that 'the nursery is a very happy place for children' and that 'staff will go above and beyond the call of duty to help you'.

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

Children are active learners and are able to work well both independently and in small groups. They are making good progress in their learning and development.

Children learn about the wider world through the sharing of festivals and through resources that reflect difference and diversity, such as displayed posters, books and small world toys. Ongoing observations of all children are used effectively to monitor and enhance their progress and development in the six areas of early years learning. These are linked to weekly plans and this information in turn is used to update the individual learning journey records. However, the tracking systems are not as well established. Children demonstrate friendly relationships with staff and visitors to the setting. They are eager to join in play and activities with their friends and they show a desire to learn, which is effectively fostered by dedicated staff. Younger children benefit because they play alongside their older peers as they enjoy pretend cooking and the care of the dolls in the domestic play area. They make connections and represent their own ideas through creative activities, for example, using scissors, glue and glitter paper to create collages and hanging spiral decorations. Children decide that two cardboard boxes are pirate ships and they readily decorate them and make flags. Staff join in the play with children, adapting their teaching and questioning techniques, to ensure they pitch experiences and discussions at the appropriate level. Children benefit because staff know them very well and build on their individual interests to help support their learning. They enjoy the experience of finding letters on the laptop as well as mark making on the interactive white board. In addition, number rhymes and matching games assist children to develop good skills for the future. Alternatively, they can engage in physical activities outdoors such as, manoeuvring the tricycles, den making and digging in the planting areas. A visit to the school to see an African dance group and the opportunity to handle live mini beast at the nursery provides the children with a growing knowledge of the wider world.

Children learn to stay safe through taking small risks on the outdoor climbing equipment and balancing on the low level stilts. They take responsibility for setting the table at snack time and develop an understanding of the boundaries within the nursery. Children are learning about road safety as they make traffic lights and manoeuvre the sit and ride cars and tricycles safely around the outside roadway complete with signs, cones and a zebra crossing. They practise the fire evacuation enabling them to learn to take responsibility and develop an awareness of safety issues. Children are very aware of the importance of looking after their well-being. They follow good personal hygiene routines, such as using tissues to wipe their nose and washing hands before snack. They have good opportunity to explore and enjoy digging and planting in the raised bed outside. Children stay healthy because staff implement effective procedures to minimise the risk of infection, for example, they clean tables using antibacterial spray and follow a good nappy changing procedure. A range of measures support children's good health with allergies or dietary issues being discussed with parents before children commence at the nursery.

Children are helpful and kind to each other and behaviour is good. Positive behaviour is supported by staff who act as good role models, have patience, talk to the children kindly and repeatedly offer praise and encouragement. This enables children to start to gain a good appreciation of right and wrong whilst in the nursery. Children are assisted very well to learn to value themselves and one another, recognising their similarities and differences. They are very aware of one another's needs and celebrate their own and others' achievements. Secure systems

are in place to support children with special educational needs and/or disabilities or additional needs, ensuring every child makes good individual progress. Children benefit from the staff knowing them well, appreciating their differing needs and having good relations with their parents. They are becoming increasingly aware of diversity, which is promoted through a variety of resources. In addition, staff plan activities around special events and cultural festivals, increasing children's understanding of a variety of customs, beliefs and traditions.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

Outcomes for children in the Early Years Foundation Stage	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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