

Grasshoppers Preschool

Inspection report for early years provision

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Inspection date

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Inspector

Hilary McKenning

Setting address

Greenfields Family Centre, Dalton Green Lane,
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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).

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

Grasshoppers Preschool opened in 2001. It is managed by a voluntary committee which includes the centre manager and parents. It operates from the purpose built family centre adjacent to Dalton Junior, Infants and Nursery School, in Huddersfield. Children access the main playroom with adjacent bathroom and kitchen facilities. All children share access to a secure enclosed outdoor play area. The pre-school offers a wrap around service. The provision serves the local area.

The pre-school offers a variety of sessions from 9am to 3pm each weekday, during school term times. The pre-school is registered on the Early Years Register. A maximum of 26 children, may attend at any one time. There are currently 49 children on roll. Children attend for a variety of sessions. There are five members of staff, all of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's sense of belonging is expertly fostered though the warm, welcoming surroundings, where they feel very secure and confident to initiate their own play. Observations are routinely completed with all children and show they are making very good progress. However, these are not routinely used to inform planning resources to meet individual children's development needs.

Partnerships between parents and staff effectively promote inclusive practice. Staff work closely with other providers to encourage and promote children's learning and development, although, this does not extend to children's achievement records. Most of the required documentation is in place and maintained appropriately. The provider recognises the value of continuous improvement and has a system in place to evaluate and monitor the service, identifying areas for future development.

What steps need to be taken to improve provision further?

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

- develop further observation and assessments to inform the planning to meet individual children's needs
- build upon the links established with other settings providing for children in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The provision is managed effectively to safeguard children. Staff have a clear understanding of safeguarding children and have completed a relevant child protection course. They are confident to follow the procedure for reporting and recording any concerns they may have about a child in their care. All the staff demonstrate sound knowledge with regard to their role in child protection. There is a comprehensive selection of policies and procedures, which contribute to the operation of the service and welfare of the children. These are reviewed regularly and shared with parents. Clear vetting processes ensure that all adults in contact with children are suitable to do so and all documentation is stored securely.

Children are introduced to safety and how to keep themselves safe, for example, staff explains why rules are needed and all children are involved in regular fire drills. Risk assessments are completed for both the indoor and outdoor play areas. The staff take their lead from children and involve them in the planning of activities including the outdoor play area. The provider demonstrates that they are able to make necessary improvements as they have successfully addressed issues raised at the last inspection. There is a system to monitor and evaluate the service which involves the staff group.

The provider has a good understanding of the Early Years Foundation Stage framework and is using the assessments of children's achievements to identify children's starting points. However, these are not consistently used to inform the planning of activities. There are good, established links with other local providers of the Early Years Foundation Stage. Although, they share general information regarding children's welfare, this does not extend to children's assessment records. There is a positive relationship between staff, children and their parents. Staff regularly share information with parents through the notice board, newsletters and daily feedback to keep them up-to-date about the care of their children. Parents are invited to contribute towards their child's learning and share observations of their child's achievements at home. Communication with parents is good and includes information shared through the notice board in entrance, copies of policies and procedures.

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

Children's welfare, learning and development are promoted effectively by the flexible approach of the staff. There are plans in place that focus on children's interest. Children are very confident and eagerly follow the instructions from staff as they delight in several parachute games pretending to be 'snappy crocodiles'. Children readily enjoy a variety of resources and equipment as they gather together items for their role play activities as princesses. Children readily recall past events and activities, such as when they were looking through a magnifying glass at a butterfly that they found in the play area. Older children help each other

and are competent with the dust pan and brush as they help to clear away the sand and other creative activities.

Policies and procedures are well-written and shared with parents, thereby, providing a clear sense of direction, enhancing the care and learning of the children. Children readily follow appropriate routines that promote good hygiene and protect children's good health. Children are introduced to healthy eating as they are involved in planning the menu and help to prepare some meals. There are suitable systems in place to deal with accidents involving children and all written parental permissions are in place. Parents have been informed about the procedure for making a complaint and there is a clear system for keeping a record of any complaints.

Children's behaviour is effectively managed and positive encouragement means they behave well and show kindness and consideration towards each other. There are suitable methods in place to deal with unacceptable behaviour, such as distraction and re-direction. All activities are age appropriate and the wide range of toys and resources enable children to enjoy their learning give the children lots of enjoyment and pleasure. Children make a positive contribution by becoming involved in all areas of play. Children are beginning to appreciate our multi-cultural society as they learn about the wider world and its diversity. For example, they take part in a wide variety of festivals and celebrations. There are is a broad variety of resources to help them understand and learn about other cultures and how their actions can affect others.

Children's future economic well-being is fostered through a positive relationship with staff. Children use programmable toys with ease as they are competent when operating the cassette recorder as they listen to a story book tape following the story in the book.

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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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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