

Grasshoppers in The Park

Inspection report for early years provision

Unique reference number

EY288287

Inspection date

17/04/2012

Inspector

Shaheen Belai

Setting address

St. Thomas C of E Church, 37 Clapton Common, London,
E5 9AA

Telephone number

020 8806 8440

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 in The Park nursery registered in 2004. It is operated by a parent cooperative, which is a voluntary organisation. The setting operates from the rear of St. Thomas Church in Upper Clapton, within the London Borough of Hackney. Children have access to the ground floor area, the large basement room and associated facilities. There is an outdoor play area. There is a lift operating to access the basement area.

The setting is open Monday to Friday from 8.30am to 6pm throughout the year, except Bank Holidays, Easter week, a two-week closure in August and the Christmas period. The setting is registered to provide care for a maximum of 16 children under eight years at any one time and of these, none may be under two years. There are currently 21 children on roll. The setting is currently in receipt of funding for the provision of free early education to children aged three and four-years. The setting supports children with special educational needs and/or disabilities. Children attend both full-time and part-time sessions. In addition, the setting operates an outreach group on Fridays, for parents and children in the community to attend, from 10am to 12noon. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs four members of staff including the manager, working on both full-time and part-time basis. All staff hold appropriate childcare qualifications. The manager holds a degree in Early Childhood Studies and a Masters in Sociology of Childhood. The setting has a strong ethos of parental engagement and parents actively participate as regular volunteers on the weekly rota.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported well in their development, as both their welfare and learning needs are met by staff that are knowledgeable about the Early Years Foundation Stage framework. Children make good progress, as they are generally provided with stimulating activities. They are cared for in a safe and inclusive environment. Documentation is organised well; this includes providing parents with the setting's policies and procedures. Partnerships with parents are strong; they play an active role in the operation of the setting. Effective links to work with other agencies are in place. Since the last inspection, management has worked successfully to make significant improvements. The management is committed to on-going development and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the range of images and resources that show positive images of disability, to increase children's understanding of the diversity of our wider world
- improve children's opportunities to use a range of information and communication technology; this includes programmable toys and computers.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted effectively because staff implement appropriate steps. Detailed policies and procedures are in place to help ensure staff and parents are aware of the processes required to safeguard children. There are robust systems in place ensuring all staff and regular volunteers undergo suitability checks. Although all staff are aware of the setting's policies for safeguarding children, there is also a designated staff member who takes responsibility for child protection issues. Detailed risk assessments are undertaken of the premises, resources and all outings, allowing staff to manage risks. Appropriate staff deployment and the use of regular volunteers help ensure ratios are met. Staff have opportunities for further training, which impacts well on the care and learning opportunities children receive.

The setting's ethos is strongly reflective of parental engagement. Parents represent the committee and parental participation as regular volunteers is strong. Regular parents' sessions are arranged to discuss their child's progress and achievements. Notice boards are informative; parents receive regular newsletters and are engaged in the wide range of activities undertaken by children. Parental feedback is sought via questionnaires and through regular parents' meetings. This feedback is positive about the service provided by the staff, for example, parents say they can share any concerns with the friendly yet professional staff. They also comment on the learning opportunities offered, the use of the community parks and engaging parents in the daily routine. The management is committed to work with other agencies and local schools to support children's individual needs and transition to school. Children have access to a wide range of play resources and furniture, which are appropriate for their age and development. The premises provide a welcoming environment and is used to its full potential. For example, it is brightly decorated with mobiles, children's photos and pictures displayed. The cosy book area is a quiet haven, where parents sit and read to their child before leaving them at the start of a session. There is a developing range of resources to reflect differences in diversity, although the current range is lacking to promote disability positively. Staff work with an inclusive approach to all children attending.

Since the last inspection, significant improvements have been made by positively addressing previous recommendations. This has enhanced systems for assessing

children's learning and safeguarding children. The management has begun to self-evaluate through various methods, such as using the Ofsted self-evaluation form, seeking the input of the local authority advisory team, exploring parental feedback on specific aspects of the service and identifying further training needs for staff. This demonstrates the setting's strong commitment to maintaining continuous improvement.

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

Children make good progress as they are provided with a wide range of learning experiences. Staff use their knowledge and experience of the Early Years Foundation Stage framework to support individual learning. Staff take effective steps to explore information from parents when their children start, allowing them to gain an insight into their child's initial stage of development. This information is used to allow staff, as key persons, to plan further learning opportunities for the child. The weekly planning is based on the key person's observational assessments of their key children. Children's next steps in their developmental journeys are clearly identified and included in the planning. Staff monitor their key children's progress through the use of observational assessment folders. These include written observations, photos and samples of children's creative skills. Regular sharing of information, both verbally and through formal meetings with parents, keeps them informed.

Children's learning is enhanced by the close interaction with staff. For example, they engage with staff to make models with play dough or follow instructions on how to make biscuits. The use of clear labelling on the storage of play materials, allows children to make their own choices. The organisation of resources for mark making, allows children to develop early writing skills and use tools, such as scissors, freely. Staff skilfully engage children to practise their early writing skills, such as encouraging them to write a shopping list and give them jotters to do this task. Creative play is provided very well. Children benefit from the skills shared by parents, such as putting on a puppet show using hand puppets. They enjoy having access to musical instruments that reflect other cultures or the music sessions they participate in with the visiting musician. A range of media are explored by children, such as making large animal mobiles from junk material or making masks using old newspaper. The use of resources for grading, matching and measuring ingredients for cooking, allow children to develop concepts of early maths well. Children have access to a limited range of resources for information technology, such as old phones, and a CD player. However, opportunities to extend these skills further are limited as there is a lack of access to programmable resources or computers. Large models of dinosaurs, posters of body parts, planting edible produce and outings to the museum promote children's understanding of the wider world. Outdoor play features highly in the daily planning. Good use of the community parks and the setting's garden help ensure children have daily fresh air and exercise. Children's independence is supported by staff. They provide step-ups for children to reach the sinks to wash their hands and they learn to serve themselves at mealtimes.

Children enjoy the snacks and meals on offer. The setting promotes healthy eating, with most ingredients being organic. Children enjoy the wide range of fresh fruit on offer, taking additional helpings to meet their individual needs. Meals reflect a range of cultures and planning also accommodates special diets. Children feel safe as staff take appropriate steps to monitor the movements of volunteers and use an entry phone system to monitor who enters the premises. Children learn about keeping themselves safe, such as receiving reminders about why they cannot run indoors. Children behave well, staff provide children with reminders and support to learn to share and take turns. Children receive praise and recognition for their achievements, this promotes positive self-esteem in children.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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