

# Grasmere Nursery and Tadpoles Baby and Toddler Unit

Inspection report for early years provision

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| <b>Unique reference number</b> | EY241136     |
| <b>Inspection date</b>         | 14/08/2012   |
| <b>Inspector</b>               | Lynne Talbot |

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| <b>Type of setting</b>  | Childcare - Non-Domestic            |

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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*.

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## Description of the setting

Grasmere Tadpoles Baby and Toddler Unit is part of Grasmere Nursery School and Children's Centre. The provision was registered in 2002. It offers care to children aged from three months to three years in the baby and toddler unit, and wrap-around care is provided for three- and four-year-olds at the nursery. The provision operates from two buildings on the same site in Luton and serves the local area. It is accessible to all children and there is access to a secure outdoor play area.

The provision is open each weekday all year round, with the exception of Bank Holidays, two weeks in summer, two weeks at Christmas, and one week at Easter. Sessions are from 8am to 6pm. Extended care can be provided from 7.45am. Children are able to attend for a variety of sessions. A maximum of 131 children may attend at any one time; 37 of whom may be in the baby and toddler unit. The provision is registered on the Early Years Register. There are currently 85 children on roll. The provision provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The baby and toddler unit employs 17 members of staff, 16 of whom, including the manager, hold appropriate early years qualifications at level 2, 3 and 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning shows a good range and is fully led by children's interests. This generally ensures that children receive experiences that foster good progress overall. Staff create a welcoming environment, using robust safeguarding procedures and clear risk assessments. They have good knowledge of each child's needs to ensure that every child is fully included. Partnerships with parents and other professional agencies are purposeful and ensure that continuity of care for welfare needs is achieved, along with meeting any additional needs. The manager communicates drive and ambition to ensure continuous development, and clear reflective processes are underway to reflect on the overall care and continued outcomes for children.

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

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

- develop further the observations and assessments of each child's achievements and interests, show how these link to the early learning goals, and increase the involvement of children and parents in the planning
- provide opportunities and routines to support children's understanding of good health; with particular reference to increasing opportunities for them to take a role during mealtimes.

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

Comprehensive safeguarding procedures ensure that children are fully protected, with a regular review and evaluation of practice. Staff attend regular training to update their knowledge. The provider ensures that all persons required undertake the appropriate checks to safeguard children. There are a wide range of relevant policies and procedures, which are shared with the parents. They are implemented in practice in order to promote the smooth management of the provision and provide positive outcomes for the children. The provider implements clear recruitment and in-depth induction processes for all staff and students. Risk assessments for the premises and outings are detailed. The premises are secured with intercom and internal release systems, and there are numbered codes to the gates between buildings and on the secure storage areas. All these factors contribute to the provision safeguarding children well and ensuring they are kept safe from harm.

Staff ensure that parents and carers are kept fully informed about their child's time within the provision, through daily discussions, newsletters, informative notice boards, and the accessibility of learning journals. Fun days help to involve parents and families within the provision. However, parental input into the planned learning is not shown, meaning that opportunities to plan around home interests or achievements may be missed. Staff work closely with other agencies to meet individual needs. They are supported to complete training to enable them to fully meet children's specific needs, and professionals visit to assist the planning of children's care. Guidance from other settings is followed closely. The provision supports the transition of children to new settings and offers joint visits, together with parents. This enables them to provide a continuity of care and continue to foster good progress towards the early learning goals. There is no bias in staff practice in relation to gender, race or disability, and clear procedures are in place to deal with undesirable behaviour or harassment of any kind. Regular celebrations of a variety of different festivals, such as Diwali, Eid and Christmas, help children to feel comfortable with different cultures and customs. Parents are invited to share their family celebrations and visit to share food, stories and customs.

All staff work well together as a team and this has a positive effect on children's welfare and learning; consequently, outcomes for children are good. Resources, furniture and equipment are used well, with the manager and staff evaluating and changing the setting to meet the needs of the children attending. This shows clear evidence of reflective practice. The manager is very enthusiastic and has clear expectations for progression. There is commitment to ongoing professional development throughout the staff group, with staff working towards the next stage in their professional development. The result is a positive impact on the care and learning provided. Self-evaluation processes are clear and those initiated are feeding evaluation to identify strengths or areas of development to focus on improved outcomes for children.

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

Children are offered planned activities that help them to make good progress overall in their learning and development. Detailed assessment through observation is in place; a baseline assessment is developed by staff during children's initial sessions. However, while planning is organised each week as a direct result of children's interests, the links between assessment and children's individual next steps are not clear. Planning does not demonstrate or include aspects of what children can already do, as shared by their parents. This means that potential learning opportunities may fail to be maximised to progress children towards the early learning goals. The staff evaluate all sessions and ensure that planning is diverse and challenging. All children have daily opportunities to become physically active. They have free use of the extensive gardens, where there are shaded areas, and regularly use the meadow attached to the grounds, where they view the ducks and discuss their care, crawl through tunnels and investigate wildlife in the natural areas. Children learn to take risks in a safe environment when they swing on tyres and climb trees. They take part in the planting and care of foods, such as tomatoes and runner beans. Later, when harvested, they enjoy them for snack or lunch. This helps them to make links between the growth of food and their own health.

All children are creative and are provided with good facilities. For example, they make patterns with spaghetti and paint, chalk on large paper taped to the floor, and use chalk board and sponges, experimenting with making circles and spirals. Staff are skilled at using spontaneous observation to enhance learning. For instance, all children enjoy tactile play with oats in a tray. They use their hands and toy trucks to explore while staff gently introduce new language to them. Early technology is accessible and all children explore, for example, the computer, cameras and remote control vehicles. They show good levels of concentration when they take part in group activities, such as story time or investigating discovery bags. Staff are skilled at introducing extended learning following child-initiated activities. For example, a story about three bears is followed by making porridge with the children as well as tactile play with oats. The outdoor house, turned into the bears' home with three different sized beds, encourages children to role play and offers a stimulating environment for developing language.

Children receive consistent reminders about personal safety, such as taking care between the areas with gates and walking when indoors. They gain an understanding of personal safety when they take part in emergency evacuation. Detailed risk assessment for all such activities promotes safety. Visits from members of the community, such as the road crossing patrol, are used to discuss keeping safe on the roads. Children become aware of the needs of others by fundraising for charities and collecting parcels to send to the armed forces overseas. They demonstrate care for each other when they offer an apron to others to come and play alongside them; a developing social awareness is shown. Older children independently meet their own physical needs, washing their hands and using soap to remove germs. Younger ones have their needs met with all routines recorded in daily diary sheets to ensure good communication with their

parents. Healthy eating and nutrition are incorporated into daily care. Children sit together for snack and lunches. However, opportunities to broaden their understanding of the link between hygiene and health is not explored when preparing for lunch or clearing away after food. The provision benefits from the experience of the skilled cook and kitchen staff who devise nutritious menus, meeting all children's specific dietary needs. Menus are displayed for parents and, where needed, specific menus are shared and approved by parents; consequently, all children are very well nourished. Children are well equipped with the skills and attitudes necessary for future learning.

## 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

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| <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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 1 |
| 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

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| 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

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| <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            | 1 |
| 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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