

Grassroots Nursery School

The Studio, 24 Ashley Road, Hampton, Middlesex, TW12 2JA

Inspection date	30/04/2013
Previous inspection date	05/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff supervise children well throughout the day, providing a safe environment where children can explore and investigate.
- Children are provided with many opportunities to express themselves using different methods and materials.
- The learning environment is well organised which encourages all children to make choices about what they want to do throughout the day.
- There is an effective partnership with parents which enables them to be well informed about their child's care and progress.

It is not yet outstanding because

- The organisation of some of the large group activities does not consistently meet the needs of all children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed interaction between staff and children in both rooms.
- The inspector conducted a joint observation in the garden.
- The inspector spoke to parents to gain their views.
- The inspector sampled the documentation.

Inspector

Maria Conroy

Full Report

Information about the setting

Grassroots Nursery School was re-registered in 2001 and is run by Atime Childcare Ltd. It is situated in Hampton near Hampton train station in the Borough of Richmond Upon Thames. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The premises comprise of two separate base rooms, one on the ground for children under two years and the second on the first floor for children aged two to five years. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. There are currently 37 children on roll in the early years age range. The nursery is registered to receive free early education for children age three and four years old. Children from the local community attend the nursery and can attend for a variety of sessions. The nursery is able to support children with special educational needs and/or disabilities, and there are systems in place to support children who speak English as an additional language. The nursery employs a team of 11 staff. Of these, all staff, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of the large group activities to consistently meet the individual needs and interests of all children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn and as a result, they provide an interesting range of activities to promote all areas of learning. They use successful systems to plan for children's individual learning, which they base on secure observations and information obtained through the effective partnerships with parents. They use this information successfully to plan individual activities for the children in their group. Staff undertake two year old progress checks, which enable them to summarise children's development in the prime areas of learning, a process which they share with parents.

The staff promote children's communication, language and personal, social and emotional skills well. Children enjoy listening to well known stories and eagerly join in as the staff read the words, re-enacting the story. They enjoy singing songs and follow simple actions to their favourite rhymes, which help them make links with words and their meaning. Children love to play 'the missing game', they take note of what is on the table and when

the staff take an item, children concentrate as they recall what has been removed. Children enjoy taking part in role play. They gather their clip board and paper and become 'an inspector', going around asking their friends 'what they like to do when they come to nursery?'.

Children take part in turn-taking games which help them to learn how to be fair and follow simple rules. Children who are potty training are rewarded; they proudly receive stickers to encourage them. Children are provided with many opportunities to express themselves and develop their creativity using different methods and materials. They make a dragon from junk modelling and paint their unique interpretation of 'wild animals'. Children are encouraged to participate in activities that will promote their physical development. They take part in music and movement sessions where they make shapes with their bodies. However, on occasions the organisation of the group does not meet the needs of all children taking part. As a result some children lose interest quickly. Children use a variety of tools, they paint using brushes, cut paper with scissors and use plastic knives to chop fruit. This develops their manipulative skills in preparation for writing. Children are developing the skills they need to move onto their next stage of learning.

The contribution of the early years provision to the well-being of children

The key person system is effective and as a result, children feel secure. Babies and older children come in to nursery happily and separate from their parents easily. Children are encouraged to take risks in a safe environment. They bounce on the enclosed trampoline and hold the banister as they climb the stairs. Children are gaining awareness of how to keep safe, through planned activities and discussion during the daily routines. They hold onto a ring rope, as they move from the garden back to the nursery, helping them to understand the need to stay close to the adults they are with.

There are suitable procedures in place to prevent cross infection. For example, children have individual bedding and they wash their hands after being in the garden. Staff talk to them about the importance of using soap, therefore helping children to understand good hygiene practices. Babies take part in interesting activities to help them learn about healthy foods. They investigate the different smells and tastes and learn to identify the names of the fruits. Healthy meals and snacks are provided in accordance with individual dietary needs. Children's physical development is supported, they climb steps to the slide, bounce on the trampoline and ride bikes.

Children behave well and they are learning to take turns and share; they negotiate with each other, deciding who will use what tools in the sand. There are plenty of resources available in both nursery rooms, which are well organised and clearly labelled; this enables children to make choices as to what they would like to play with. Children's confidence and self esteem is supported; beautiful art work and lots of photos of them taking part in the activities are displayed throughout the building. Overall, children are motivated and engage in what they do due to the generally well organised activities. However, on occasions the way in which the larger group times are arranged means that not all children are fully engaged in the activity.

Overall, the nursery staff prepare children well for the next stage in their learning. There are effective processes in place when children move from baby room to the pre-school room. This enables parents to get to know new staff and children to become familiar with their new environment. When children move to school staff provide a transition report for parents to share with the school, thus identifying where children are at developmentally. Staff also begin to provide more activities that will develop skills such as listening and recognising different sounds and playing rhyming games. Older children are encouraged to become more independent by helping out in the nursery, for example they lay the table and pour their own drinks.

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

Staff have a good understanding of safeguarding procedures and there are robust procedures in place to check staff suitability. New staff undertake effective inductions to help them understand and know the policies and procedures. The management investigates complaints effectively and details of the regulator are accessible to parents. Risk assessments are effective and highlight any hazards, which enables the nursery staff to put preventative measures in place. There are effective monitoring systems, for example the management monitor accidents and identify if there are any patterns which enable them to identify specific hazards. A number of staff hold a first aid qualification and there are effective procedures for both minor and more serious accidents. The management team observe staff practice, enabling them to identify skills of individuals and their training needs. Managers supervise staff regularly and staff take part in room and whole staff meetings. This enables the manager to monitor planning for the educational programme. Deployment of staff is effective, which ensures that ratios are met throughout the day. Staff supervise children well, providing a safe environment where children can explore and investigate.

The nursery leadership and management has undertaken the process of self evaluation and gained input from parents. There are systems to gain their views and requests through the regular questionnaires that are sent out. The staff work closely with the local authority advisor, who undertakes audit visits which helps them to identify areas that need further development. The nursery management has suitably addressed the areas identified for improvement at the previous inspection.

Partnership with parents is effective. Parents initially share detailed information with their children's key persons about individual needs and routines. This system enables staff to know how to support each child. Parents attend regular reviews of their children's progress which enables them to be well informed about their child's care and progress. They are encouraged to participate in their children's learning at home. For example, the 'communication friendly space bags', which encourage parents to organise exciting spaces where they can talk with their child. The nursery updates parents by means of regular communication through verbal feedback and through the regular newsletter. For example when there are any staff changes. Overall, parents comment they are very happy with the

care provided, they are highly impressed by the structure of the nursery and the way staff identify specific aspects of children's development. Parents say that the staff provide a fun learning environment and there are regular changes to the display boards which enable parents to continue to be informed about what their children are doing. Parents also comment on the consistent staff team ensuring continuity and reassurance to children and parents.

The nursery works effectively in partnership with other professionals to support and identify children's developmental needs. As a result this enables staff to incorporate into the planning the support individual children require.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	109171
Local authority	Richmond upon Thames
Inspection number	910374
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	37
Name of provider	Atime Childcare Ltd
Date of previous inspection	05/09/2011
Telephone number	020 8783 1190

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

