

Overbury Grasshoppers

Overbury, Nr Tewkesbury, Glos, GL20 7NT

Inspection date	09/07/2013
Previous inspection date	27/02/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children form close attachments with staff and they are confident, generally well behaved and happy at the setting.
- Safeguarding requirements are met effectively, which contributes to children's welfare being adequately.
- Partnerships with parents are much improved and regular detailed information is shared with them.
- Management and staff have effective plans in place to help them address the actions set from the previous inspection. As a result, staff demonstrate a drive to improve and work hard to improve the quality of care they provide.

It is not yet good because

- Children have regular access to the outside play space but resources outside are not broad and do not challenge all children well.
- Although every child has a key person, they do not always have someone to go to if their key person is away.

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 inspection was carried out by one inspector.
 - The inspector observed activities in the playroom and outside play area.
 - The inspector had discussions with the provider, the manager, some staff, children and parents.
 - The inspector invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, parents information, daily diaries, policies and procedures, risk assessments.

Inspector

Hilary Tierney

Full Report

Information about the setting

Overbury Grasshoppers is a limited company. It opened in 2009 and is situated in the village of Overbury in Worcestershire. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery operates from purpose-built premises, near to Overbury Church of England First School with whom they have close operational links. Children share access to the large playroom and the enclosed, outdoor play space, which has a covered, all-weather area. The setting is open Monday to Thursday from 8am to 6pm, and Fridays from 8am to 5pm for 50 weeks a year, except for Bank holidays and two weeks over the Christmas holidays. The setting offers provision for older children before-and-after-school. Activity days are offered in the school holidays for children aged between five and ten years of age. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 58 children attending, of whom 53 are in the early years age range. The nursery offers support to those children who have special educational needs and/or disabilities. The nursery employs seven members of staff, who work directly with the children. All staff who hold appropriate early years qualifications at level 3. The manager is working towards achieving a Foundation Degree in Childcare and Education. An administrator works part-time.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for the outdoor area so that activities are tailored to support each child's interests, and stage of development, and provide challenging and enjoyable experiences for children outdoors.

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

- further improve the key person system, so children can be better supported if their key person is not present.

Inspection judgements

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

Staff are conducting secure assessments and observations on their key children, this means they are now able to support children's learning adequately. Staff know their key children well and offer support as they play. Children enjoy listening to stories and sit

happily as the member of staff reads to them. Children talk confidently about their pictures and what they are seeing. Staff ask open questions to children to help them think and problem solve, such as 'where do you think you will find treasure' and 'who will be the captain'. Children enjoy role play, they make a pirate ship out of large wooden blocks, they make hats and knives, and draw treasure maps before going to sea. They talk amongst themselves, organising who is going to be captain. This means that children are learning to work together, sharing and taking turns. Staff actively promote equality and diversity and include all children in activities. Resources reflect the diversity within the community and posters around the rooms reflect positive images of diversity and equality.

Children enjoy creative play and older children take part in making patterns and marks on paper with cars and trucks. This activity develops when the member of staff provides a large piece of paper on a board, so the children can use their hands to mix the paint. Children talk confidently about the colours, shapes and patterns they are making on the paper as they mix the paints. Staff use clear language to all children, so they are able to understand them. Staff who interact with the youngest children speak to them constantly about what they are doing and the feel of the sand. Children talk confidently about past experiences, such as going on holiday.

Children have opportunities to play outside. For example, a group of children enjoy washing the dolls in the water play, they put them in the sandpit, saying they have been to the beach and then put them in the water again to clean them. Some younger children enjoy watching the bubbles blown by a member of staff. They try and catch them as they float away, children take great delight in watching the bubbles float over the fields. Children ride in the cars and pushing the prams around to promote some aspects of their physical development. Some children enjoy building sand castles in the sand pit. As a result of the new process that staff have implemented, children are obtaining the skills, attitudes and dispositions they need to be ready for their next stages of learning or school.

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

Children are happy, confident and obviously enjoy their time at the setting. Young children develop attachments with their key person and other staff. They are given regular reassurance and cuddles when required. The revised key person system ensures that staff know their key children well. However, at times when a key person is absent, some children do not always have another adult to support their play and learning well. Staff are effective role models and provide a calm, caring environment for the children. Older children talk confidently about what they like to do, how they like to make friends, and demonstrate they understand about how to behave when at the setting.

Children enjoy being able to freely access the outside play space. The staff are careful to allow the younger children time to play before the older children are able to join them. Although children do enjoy being outside, activities and resources in this area are limited to sand and water play, cars and dolls and prams. This means that children are not challenged well outdoors in all areas, and most tend to stay inside to take part in painting and role play games, such as pirates. Children understand about healthy personal hygiene

and are able to manage their personal needs independently with guidance from staff when required. Staff encourage parents to provide healthy nutritious lunchboxes. Children enjoy healthy snacks and the older children are encouraged to pour their own drinks, select their pieces of fruit and cheese, counting the number they are allowed to have.

Children are developing the skills, attitudes and dispositions they require to help them prepare for their next stages in their learning. Close links with the local school mean that children are able to visit and join in activities with the school children, so they are confident when they start school.

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

The provider demonstrates a suitable understanding of their responsibility in meeting the learning and development requirements. Staff have improved the way they communicate with parents since the last inspection. They have held parents evenings where they shared children's learning journals with the parents. This introduction of two-way information exchange books means that both staff and parents are able to share information on a daily basis. As a result, parents feel more involved in their child's learning. Parents comment on how information sharing has improved and they are now able to speak with their child's key person regularly when they collect or leave their child. Links with other professionals and settings where children attend are effective and secure. Systems for preparing children for the move to other setting are effective to support their well-being.

Staff have made effective progress since the last inspection. They are now complete detailed observations and assessments on their key children, which are based on their interests and individual needs. This means that children's progress in all areas of learning and development is growing satisfactorily and staff are able to track children's progress adequately. Staff supervision has improved and the manager has continued to develop the appraisal system, which means that training and professional development needs are clearly identified. Recruitment and induction process are suitable and results in children being cared for by suitable adults. Staff are fully aware of safeguarding procedures. The provider has a clear understanding of their responsibilities in meeting the safeguarding requirements, which means that children's welfare is being met satisfactorily. The premises are secure, and risk assessments are completed on all areas of the setting which helps to promote children's safety.

The system for self-evaluation has been effectively improved. Since the last inspection, clear action plans have been put in place. As a result, progress towards achieving the previous recommendations has been generally effective. Both the management and staff demonstrate a drive to improve and through regular staff meetings and requesting the views of parents and children, reflections on practices are being reviewed.

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	EY390721
Local authority	Worcestershire
Inspection number	923174
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	58
Name of provider	Overbury Grasshoppers Ltd
Date of previous inspection	27/02/2013
Telephone number	01386 725755

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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.

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