

Grasshoppers Day Nursery

158 Tennyal Road, Harborne, Birmingham, West Midlands, B32 2HN

Inspection date

Previous inspection date

08/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The successful implementation of the key person system enables all children to establish very secure and trusting bonds with their key person and other staff.
- Children make strong progress from their starting points through a varied and challenging range of activities across all areas of learning.
- Children have many opportunities to develop their independence, particularly at meal times where they serve their own meals. This means they become confident in their own abilities and develop their social skills.
- Children learn about keeping themselves safe and healthy through everyday routines, such as practising fire drills and brushing their teeth after lunch.
- Partnerships with parents are strong. This contributes directly to children's learning and to the self-evaluation process, planning future development for the nursery to benefit all children.

It is not yet outstanding because

- Some staff do not always use good questioning techniques to support and encourage children to think critically and share thought processes, so they explore ideas and make links in learning.
- The organisation of some routines in the nursery sometimes interrupts children's play and learning. This means that deeper levels of learning for children are not always fully reached.

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 activities throughout the nursery in both indoor in all base rooms and outdoor spaces.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability and a range of policies and record keeping procedures.
- The inspector carried out a joint observation with the manager of an outdoor activity.

Inspector

Jennifer Turner

Full Report

Information about the setting

Grasshoppers Day Nursery was registered in 1989 and re-registered under new ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large house in Harbourne, Birmingham. The nursery is one of a group owned and managed by Child Base Nurseries. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 17 members of staff, working directly with children. All of these hold appropriate early years qualifications to level 3 or above. There are currently 50 children on roll, who are in the early years age range. The nursery opens Monday to Friday all year round and sessions are from 7am until 6.15pm for 52 weeks per year. Children attend for a variety of sessions. The nursery provides funded early education for 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 nursery receives support from the local authority.

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 routines to reduce interruption of children's play and learning, in order that deeper learning can be achieved
- encourage and extend questioning techniques to support and encourage children to think critically and share thought processes, so they explore ideas and make links in learning.

Inspection judgements

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

Children are provided with a rich and varied programme of activities that are stimulating, challenging and support children in all the seven areas of learning and development. Staff have a good knowledge and understanding of how children learn and observations on children are assessed precisely, with their next steps incorporated into the planning. Activities are tailored to meet children's individual needs and their interests, as a result, they make very good progress in relation to their starting points. Children's documented

learning journeys are well presented and demonstrate thorough and comprehensive records of children's progress. This shows that their progress is closely tracked and where they are making progress and there are clear plans in place to close any gaps in children's development. Children's assessments are regularly completed and accessible to their parents. This includes the progress check at age two, which is well established. In addition, this encourages parents to take an active part in their child's learning as they are encouraged to share and include their impressions of their child's development with the home learning diaries.

The key persons know their children well and high expectations mean that children are suitably challenged to ensure that learning is effective and children are well prepared for their next stage in learning. Babies enjoy playing with interactive toys fixed on the wall that produce sounds when they push buttons or turn knobs. This means that they are learning essential technological skills for the future as they play. They crawl in the garden dipping their hands in the paddling pool to retrieve yellow floating ducks. Older children use fishing nets to see how many ducks they can pick up, counting these as they play with staff. This activity was first introduced at a fun day the previous week and was thoroughly enjoyed by children, prompting staff to introduce it daily for them. All children participate in lots of creative experiences and through these, they express their ideas and investigate using all of their senses. Pre-school children paint pictures and have written their names on their artwork. They are developing good pencil control and some children show skill at forming recognisable letters. Staff successfully promote pre-school children's literacy skills by playing games that encourage them to recognise letter sounds and the shapes of different letters. Children's communication and language skills develop well within the nursery. For example, they are encouraged to talk about things that interest them. However, some staff do not always use good questioning techniques to support and encourage children to think critically and share thought processes, so they explore ideas and make links in learning.

Children are enthusiastic as they explore the environment, inside and outside. There is a good balance of indoor and outdoor child-initiated and adult-focused activities. For example, children enjoy exploring the texture of corn flour play outdoors, searching for bugs in soil or watching worms burrowing in the wormery. Children are excited as they play with cooked spaghetti and laughter ensues as the spaghetti gets stuck all over their bodies. They enjoy ice play and observing it melting into water and talking about it feeling freezing cold. They use a range of wheeled toys and climbing equipment. These help children develop their physical skills. Children show a great deal of interest in books and enjoy sitting in the cosy, well-resourced book area. They look through story books together and concentrate as they listen attentively to staff reading popular stories. However, at times some nursery routines sometimes stops play and consequently, deeper levels of learning is interrupted, particularly when children are asked to go to the bathroom during times when fully engrossed in an activity. Children enjoy building with construction resources. They build towers use real life sized bricks and pretend to mix cement in the child-sized cement mixer. Staff work alongside parents and other professionals to provide effective and appropriately targeted support for children with special educational needs and/or disabilities. Children learning English as an additional language receive good support from staff, who learn key words in children's home language. In addition, children see their home language displayed with labels, showing

staff value their diversity.

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

All children form close bonds with the staff team and in particular, their individual key person. As a result of the good relationships established with parents from very early on, children settle quickly. Staff use the information from parents well, in order to meet children's specific care needs. They constantly liaise with one another, discussing care routines and sharing information. This results in children being well looked after. Discussion also identifies particular needs, health issues and food allergies, so that all children's specific needs can be met. Information regarding children with food allergies or specific needs is widely circulated among staff on individual care plans to ensure their needs are strictly adhered to. Children have access to a learning environment, which has a good range of activities and resources covering all areas of learning. These reflect the children's own interests, so they are continually challenged, motivated to learn and grow confidence and independence. Staff foster children's confidence and self-esteem because they praise them for their good manners and for helping to tidy away the resources. Children play together well and sensitively include each other in their play.

Children learn about keeping themselves safe through discussions and activities. They enjoy many opportunities for physical exercise in the fresh air. Children are encouraged to take safe risks as they access a range of climbing equipment in the school grounds. Children know not to run inside and they help to tidy up, so that they do not trip over toys on the floor. They also undertake regular emergency fire evacuation practices. As a result, children develop their awareness of how to keep safe. Children's health and hygiene is promoted well. They learn about the importance of good hygiene through brushing teeth after lunch and regularly washing their hands before snack, lunch and after using the bathroom. Staff follow good hygiene practices as they wear protective aprons and gloves when changing nappies. This helps to reduce the risks of cross-contamination. A healthy and nutritious range of meals and snacks are prepared on site. These include a choice of fresh fruit and children access their water bottles throughout the day. Children are encouraged to be independent from an early age. Even younger children serve their own snacks, which means they develop good self-help skills.

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

Children are cared for by a committed, motivated, well-qualified, long-standing and experienced staff team. Vetting and recruitment procedures are thorough to ensure the suitability of all staff working with children. Regular training ensures staff are clear about their roles and responsibilities to protect children in their care. Safeguarding policies and procedures are reviewed regularly in line with changes in requirements, including a clear reference to the safe use of cameras and mobile telephones in the nursery. The nursery is a safe environment for children, for example, there is a closed circuit television camera

installed around the building and all visitors are asked to sign in and out. Staff give good priority to safety and conduct comprehensive risk assessments of the premises and equipment. In addition, regular safety checks are carried out by a maintenance team.

The manager and owner hold regular staff meetings and appraisals with the team and together identify areas to support improvement in their practice. Staff frequently undertake training to strengthen their knowledge of the Early Years Foundation Stage to ensure children are developing. They regularly monitor planning of the educational programme to ensure it covers the Early Years Foundation Stage. The manager implements effective systems for self-evaluation that inform the nursery's priorities and set challenging targets for improvement. This is also supported by the organisation's quality audit scheme, which demonstrates a commitment to quality improvement through consistent monitoring and evaluation. The whole team has fully embraced the new owners and changes to the nursery have had a significant, yet good impact of staff's attitude to work, because they feel valued and supported. They seek the parents' and staff's opinions to support this process, so that everyone helps drive improvement in the outcomes for children. Good partnerships with parents exist, which benefits children's care, learning and development. Parents receive good information through regular newsletters and by way of information on display on the noticeboards. The nursery has effective systems in place to develop communication links with other provisions. Children are fully supported in their transitions to school, as teachers are invited to visit the nursery to meet children. This enables the key person to discuss children's individual learning and development and any special educational needs and/or disabilities they may have, ensuring continuity of care and learning.

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	EY459386
Local authority	Birmingham
Inspection number	907011
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	52
Name of provider	Childbase Partnership Limited
Date of previous inspection	not applicable
Telephone number	0121 427 5040

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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