

# Grasshopper Day Nursery

244 Wendover Road, AYLESBURY, Buckinghamshire, HP21 9PD

## Inspection date

Previous inspection date

05/09/2013

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

- Children make good progress while at this nursery because teaching is strong and assessments provide accurate information to help staff plan effectively for individual children.
- The key person system ensures children build secure attachments with staff, which helps them build self-esteem, confidence and acquire the skills of learning independently.
- The leadership and management team are strong; this is reflected in the staff team who are focused, enthusiastic and proactive in providing good quality care and learning for children.

### It is not yet outstanding because

- Key people are developing ways of working in partnership with all parents to support their child's welfare, learning and development.
- Staff who work with children in pre-school are not fully skilled in teaching early literacy skills to support those children who are able to be challenged further.

## 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 toured the premises and viewed the resources with the manager.
- The inspector observed the staff in their teaching and children in their play and learning.
- The inspector examined a sample of records and documents, including the nursery's self-evaluation record.
- The inspector carried out a joint observation with the manager.

## Inspector

Carolyn Hasler

## Full Report

### Information about the setting

Grasshopper Day Nursery opened in 2005 and registered under its current ownership in 2013. It operates from a converted building in Aylesbury, Buckinghamshire and is one of 47 nurseries run by Child Base Limited. It is open each weekday from 8am to 6pm all year round. Children have access to six play rooms and a fully enclosed garden for outdoor play. The setting receives funding for the provision of free early education for children aged three and four years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll in the early years age range. The nursery offers support to children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 16 staff who work directly with children. Of these, 12 hold relevant childcare qualifications and three are currently working towards higher childcare qualifications. The manager holds a degree in early years and in education.

### What the setting needs to do to improve further

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

- continue to find ways of developing key person and parent relationships to enable them to work together to support children's care, learning and development
- further develop the educational programme for literacy to support the children aged between three and four years with their phonic knowledge.

### Inspection judgements

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

Throughout the nursery children explore a full range of activities, which cover the seven areas of learning. The overall partnership with parents is strong. Staff take time to get to know their key children, their interests and their learning styles. Children have opportunities to initiate their own learning because staff encourage them to explore their environment. The balance between adult-led and child-led activities ensures the children have opportunities to practise newly acquired skills. The staff team have a good understanding of child development and how they learn. They make the most of both the inside and outside environment to encourage children to have a broad range of experiences. This enriches their learning and promotes each child's sense of wanting to have a go. Staff show competence in their roles as educators and their practice is consistently high throughout the nursery. Learning and development records give clear

and precise information about what children know and can do. This helps staff to plan activities, which differentiate between children's abilities, and structure activities to their level of understanding. Educational programmes are strong and successfully delivered.

Children successfully develop personal, social and emotional skills and abilities. This shows in their confidence and self-assurance and in their approach to learning and development. They have opportunities to practise fine motor skills in their learning, such as using interactive tables, handling tools or grasping small objects. Equally, the environment encourages children to move between different activities freely and actively challenge themselves at all levels. They have many opportunities to practise communication and language skills through planned and less structured activities. They talk about the world around them, their interests and experiences, which include their family and home. The staff recognise the importance of communication and use descriptive words to help children extend language. Books are freely available and children enjoy sitting quietly looking at these. Overall, the nursery helps children build confidence in literacy skills. However, they are less successful in extending literacy skills for those children who are ready to explore letters and sounds.

Overall, the engagement with parents is strong. Parents are encouraged to be fully involved in their children's learning. Their views on their own children's development form the starting point, which staff extend through their own assessments. This works well with most parents. Key people continue to develop these relationships to include all parents to benefit their child's care, learning and development. Overall, there is a good flow of information between the nursery and home and visa versa. Staff share children's experiences in the nursery and encourage extended learning at home to help children make continued progress.

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

The key person system works very well in this nursery and each child is appointed a secondary key person should the first key person be absent. Key people recognise the importance of secure attachments. For babies and younger children this means they are responsible for intimate care, child development and building strong links with home. This helps children build familiarity and feel safe with those who care for them. Relationships between staff and children throughout the nursery are strong. Staff have happy dispositions, show enthusiasm and work well as a team to support children in all that they do. The strong and supportive relationships they build are reflected by children as they learn how to interact and socialise with others. Positive reinforcement of achievement and appointing helpers give children a sense of their own importance amongst the group. Children behave well as a result. The nursery is inclusive and there are many examples of easily available resources which show positive images of difference. The strong links with children's home environments ensures that staff respond to individual needs and children learn about the wider world and other people.

Children are encouraged and enjoy being physically active. They have a large and well-resourced outdoor space. Different sections of the garden support the needs and safety of

different age groups. There is a range of exciting climbing resources such as trees, a climbing wall and frames of all sizes. These encourage an awareness of risk and safety and development of balance and coordination. Tunnels and play dens provide hiding places or quiet spaces. Children enjoy gardening tasks such as digging, planting and caring for plants, fruit and vegetables, which helps them learn about growing their own food. Children are encouraged to use all of their senses while in the garden. Their vegetable and herb garden contribute to the nursery menu and children enjoy displaying and taking produce home. Meals are nutritional and colourful and support children's dietary needs. As children become confident learners their independence increases. Tasks such as serving their own meals, pouring drinks and tidying up help them learn to take care of themselves.

Children experience smooth transitions when they move to different rooms within the nursery and when they move on to other settings. Staff and parents share knowledge, children visit new rooms and are given time to adjust prior to the change. The nursery works with other providers, such as schools to prepare children for their eventual move. Making scrap books, planned visits between the settings, planning packed lunches and dressing up are all activities the nursery uses. The independence and active learning skills gained contribute to children feeling confident in the challenges ahead.

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

There is a strong leadership and management team in place. They have a good overview of their staff, their skills and abilities. The management team is supported well by the wider company and this has a positive impact on leadership and management skills and morale throughout the nursery. The manager has a hands-on approach. This enables her to understand what is happening within the rooms, how well staff are performing and to provide support and coaching. The clear leadership from the manager enables staff to feel confident to deliver teaching and monitor learning accurately against children's starting points. Regular and precise assessments including the two-year checks and ongoing formative assessments help staff plan opportunities to support children's learning. These also provide the manager and parents with evidence that children are making good progress within each of the rooms they attend.

There is a strong focus on safeguarding. All staff undergo safeguarding training and show a good knowledge of the range of policies and procedures to protect children. There is a good security system in place, which monitors visitors and staff on their arrival and while at the nursery. Front door security ensures children are safely collected and visitors state their business and purpose. The nursery has a policy for the use of mobile phones and cameras on the premises, which is shared upon entry, to help safeguard children. The recruitment procedure is strong. The nursery holds confidential information on the suitability of all its staff. The premises, resources and equipment are well organised and fit for purpose. Risk assessments maintain children, parents' and staff safety both within the nursery and while out.

The manager monitors the delivery of their service and the team is reflective in how they can develop and make progress. They actively plan improvements and deliver these within predicted time scales. Parents share their views because the strong relationship enables them to share information, including through questionnaires. Staff monitor children's interests and responses to activities to ensure that improvement is in line with the nursery's whole community. There is a strong emphasis on developing knowledge and skills and staff are encouraged to engage in developing their childcare qualifications. Partnerships with parents successfully ensure families' and particularly children's needs are met. There are strong links with other agencies, particularly with the local authority and those who have an interest in children's welfare and development.

### **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

<b>Unique reference number</b>	EY459394
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	907014
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01296 424540

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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  
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