

Grasshopper's Nursery School



St. Bernards RC Primary School, Victoria Park Avenue, Lea, PRESTON, PR2 1RP

Inspection date	25 January 2017
Previous inspection date	8 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress in their development relative to their individual starting points. Children are developing good communication skills. Staff talk with interest to them and ask questions to encourage them to think and respond.
- Children are well cared for. Staff are warm and attentive to children. They encourage them to make choices in their play, practice their independence skills and have fun.
- Children behave well. They form strong attachments to staff and play cooperatively with them and other children.
- The provider plans a targeted approach to developing older children's literacy and numeracy skills. Staff work closely with local schools, including the school on site to help prepare children as they move on to school.
- Parents have a positive view of the nursery. They receive regular information about their child's development and find staff approachable and friendly.

It is not yet outstanding because:

- On occasions, staff do not ensure that information about children's next steps in learning is effectively shared with other staff to help children be more consistently supported in their learning.
- Staff do not have enough opportunities to receive detailed feedback about their teaching that helps them to improve their practice to an even higher level.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing information between staff about children's next steps in learning to provide even more consistent support for children's learning
- strengthen the monitoring of staff performance so that staff have detailed feedback that increases the potential for them to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the nursery manager and the assistant manager.
- The inspector held a meeting with the nursery manager who is also the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider has robust recruitment and induction procedures. Clear records are maintained to help to demonstrate staff suitability. Staff conduct effective risk assessments and teach children how to stay safe. Staff attend relevant training events to extend their knowledge and skills. Managers analyse the learning progress of individual and groups of children to help identify and address any emerging gaps. Staff with designated roles in safeguarding children have appropriate training and skills and a clear understanding of their role. Evaluation procedures help the provider to identify areas for further development and include the views of parents. Staff build strong relationships with parents and other professionals. The provider is currently working towards a local quality award. She demonstrates a good commitment to continuous improvement and knows what she needs to do to develop further.

Quality of teaching, learning and assessment is good

Staff accurately assess children's learning. They plan a varied, challenging programme of activities for them. Children develop good listening and speaking skills. Children who speak English as an additional language are supported by staff and the good use of pictures. Pre-school children have individual plans and focused sessions to help promote their literacy and numeracy skills. Overall, staff work well as a team. They support children to make full use of the indoor and outdoor space and resources. Children play with confidence and imagination. Staff develop conversations with children, encouraging them to think. They ask about the size and shape of vegetables they are preparing for a role play Chinese cafe. Children show good concentration as they play and draw pictures, spread glue and sprinkle rice.

Personal development, behaviour and welfare are good

Staff are consistent in helping children to practise their independence skills. Children have time to put on their coats. Staff wait to see if they need help to pull up their zips. Children learn to enjoy being active in the fresh air. Staff help children to take large strides in a game of 'What's the time Mr Wolf'. Children are developing good control and coordination as they ride wheeled toys. They balance safely on low-level beams, taking great care not to fall. Staff stay nearby and offer encouragement or a helpful hand if needed. Staff help all children to understand and respond positively to routines of the day. They count down from five to zero to let children know it is time for a healthy snack, a story or home time. This helps to include children and enables them to share responsibility for tidying away toys or preparing for new activities.

Outcomes for children are good

Children are developing good communication, physical and personal skills given their individual starting points. Children confidently ride bicycles, share toys, and make good efforts to dress and wash their hands appropriately. Children demonstrate a good attitude to learning as they count, build with bricks, and make pictures using glue and different materials. This helps them to gain key skills in readiness for school.

Setting details

Unique reference number	EY408637
Local authority	Lancashire
Inspection number	1065518
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	54
Name of registered person	Laura McKay Kearney
Registered person unique reference number	RP910927
Date of previous inspection	8 July 2013
Telephone number	07722928492

Grasshopper's Nursery School was registered in 2010. It is situated in school premises in the Lea area of Preston. It is one of three settings owned by a private individual. The nursery employs 14 members of childcare staff. Of these, one has qualified teacher status, one holds an appropriate early years qualification at level 6 and six hold a qualification at level 3. The provider holds early years professional status. The nursery opens Monday to Friday during term time. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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