

Grasshoppers Nursery @ Whitefield

Whitefield Primary School, Whitefield Road, Preston PR1 0RH



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|--------------------------|-----------------|
| Inspection date | 18 October 2018 |
| Previous inspection date | Not applicable |

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| The quality and standards of the early years provision | This inspection: Good 2 |
| | Previous inspection: Not applicable |

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|----------------------------------------------|------|---|
| Effectiveness of 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

The provision is good

- All children make good progress from their starting points and thoroughly enjoy their time at nursery. This includes those who have special educational needs and/or disabilities.
- The enthusiastic management team has high expectations of staff practice and what children can achieve. They regularly seek the views of children, parents and staff and use this information to set purposeful improvement plans.
- Staff provide a well-resourced learning environment, indoors and outdoors, that stimulates children's interest, exploration and enjoyment. Children are motivated to join in activities and play and explore with confidence and enthusiasm.
- Children arrive with excitement and see to their own belongings. They settle in quickly and have a strong sense of belonging as they choose what they would like to play with.

It is not yet outstanding because:

- Staff do not maximise opportunities to ensure that parents are kept well informed of the progress children are making and to share ideas for activities to continue learning at home.
- Staff are not consistently effective at providing children with sufficient time and freedom to sustain their focus, and at times children lose interest and concentration, particularly during busy times and transition periods.

What the setting needs to do to improve further

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

- enhance information sharing with parents to ensure that they are kept well informed of the progress children are making and provide ideas more consistently to promote learning at home
- provide children with more time and freedom to sustain their focus, so that they become more engaged and involved in their learning, particularly during busy times and transition periods.

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 a joint observation with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery manager and 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
Cath Palser

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust and confident understanding of their role in keeping children safe from harm. They know the procedures to follow should they be worried a child is being abused or neglected. Staff are deployed effectively throughout the day to meet children's needs. They undertake ongoing training and professional development and learn from each other to help improve their knowledge and skills. Following training, staff use a range of effective strategies to promote positive behaviour. Additional funding is used effectively. For example, the manager has invested in new resources and dedicated additional teaching support. This has a positive effect on promoting children's communication and early literacy and mathematical skills. Positive partnership working with other professionals supports consistency in children's learning.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's progress and use this information to focus on what children need to learn next. Staff use a range of effective methods to promote children's early mathematical and literacy skills. They sound words out and give clues to promote counting and identifying the different shapes. They support children's communication and language skills well, in a variety of ways. Staff model and demonstrate action songs and rhymes, introduce new words and give clear instructions and explanations. Children listen attentively and are eager to share their own ideas and experiences. They develop good physical skills, for example, as they manipulate the jigsaw pieces and thread the chopped fruit onto the kebab skewer.

Personal development, behaviour and welfare are good

Staff share information with parents about children's interests, care needs and routines. They use this information to get to know children well and support their physical and emotional well-being. Staff are very good role models and give gentle reminders of expectations. Children behave very well. They are kind, considerate and eager to help each other. Children form a strong bond and attachment with the staff and are happy and self-assured. They develop confidence in their own abilities and celebrate their achievements together. Children learn how to use the toys and equipment safely. For example, they climb the apparatus and use the knives with care and caution. Children enjoy exploring the world around them. They learn about life cycles and grow and care for plants.

Outcomes for children are good

Children are motivated to explore, experiment and discover. They develop good concentration skills as they engage in enjoyable experiences and opportunities. Children are active and enthusiastic learners and are keen to take on a challenge. For example, children keep on trying to put on their outdoor clothing and fasten up the zippers. Children are effective communicators and contribute their own ideas and opinions. They enjoy making decisions together and form positive relationships with their peers. All children, including those who have special educational needs and/or disabilities, have an eager disposition towards learning. They acquire the skills they need for school.

Setting details

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| Unique reference number | EY501645 |
| Local authority | Lancashire |
| Inspection number | 10076771 |
| Type of provision | Sessional day care |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 3 |
| Total number of places | 20 |
| Number of children on roll | 28 |
| Name of registered person | Kearney, Laura McKay |
| Registered person unique reference number | RP910927 |
| Date of previous inspection | Not applicable |
| Telephone number | 07906793210 |

Grasshoppers Nursery @ Whitefield registered in 2016. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications to at least level 3, including one staff member who holds a qualification at level 4 and one staff member who holds a qualification at level 5. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs and/or disabilities.

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