

# Inspection of Grassroots Nursery

Millview Farm, Hargrave, Wellingborough NN9 6BE

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Inspection date: 20 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, safe and secure in this welcoming nursery. They show positive relationships with staff. Babies and toddlers sit on staff's knee when they need comfort and reassurance. Children show positive relationships with their peers. They demonstrate kindness, for example when toddlers help their friends to pick up their fallen tricycle. Pre-school children behave well and work as a team to transport water into a bucket and to pour it down a small hill in the garden. They show good imagination when they laugh with excitement and explain to staff that it is a volcano and the 'biggest eruption ever'. Children's voices are heard by staff and they contribute to making choices about the care and learning they receive. For example, staff ask pre-school children to vote for which meal they would like the following day. Children vote for which book they want staff to read them.

Staff know children well. They provide opportunities for them to make connections in their learning, such as to develop their understanding of farming. For example, when babies see a combine harvester, staff provide them with toy farm animals and name the animals they play with. Children are encouraged to recall from memory what they have previously learned. When asked, toddlers remember that staff told them that a crab moves sideways. This helps to extend children's understanding of sea creatures.

### **What does the early years setting do well and what does it need to do better?**

- Staff support children to be creative in their play. They encourage pre-school children to identify how to make patterns and to mix colours when they mix paint together on paper. Toddlers show their imagination when they use pots and pans in a play kitchen outdoors. They tell staff that they are pretending to make soup and take it in turns to put their pretend food in the toy microwave.
- Staff actively promote positive behaviour. They show children how to take turns in conversations with others. Staff give children praise for their achievements, helping to raise their self-esteem. Children are supported emotionally to understand what will happen next when the routine in the day changes. For example, staff show children a sand timer and give them a five-minute warning before it is time to tidy up the toys.
- The manager and staff provide a curriculum that supports children to be ready for their next stage of learning. This includes encouraging children to be independent. Children are supported to wash their hands prior to eating, promoting good hand hygiene practices. Staff ask children to get cups and cutlery before they sit down to eat meals.
- Overall, staff develop children's communication and language skills effectively. They talk to children when they play alongside them and sing nursery rhymes. However, occasionally, staff do not fully extend opportunities for babies to

progress their speaking skills.

- Staff plan opportunities to broaden the experiences children receive at home. For example, they take children to the farm to look at and learn about how to care for animals. Children visit donkeys and chickens. They take an active role in caring for and feeding the nursery rabbits. Parents value the animal experiences that their children receive at this farm nursery.
- The manager and staff work closely with parents to support children with special educational needs and/or disabilities. Targeted plans are put in place to promote children's individual needs. For example, staff show children pictures of different facial expressions to help them to understand how they are feeling.
- Staff generally interact well with children. However, on occasion, they do not encourage children to think critically and to try to find solutions to problems they encounter in their play. For example, when staff and children notice a piece of equipment that is wobbly, staff do not help children to think of ways to make it secure.
- Staff place a focus on supporting children to feel safe and emotionally secure when they first start attending. Children are offered plenty of settling-in sessions. This helps children to become familiar with staff and the environment before they are left for long periods away from parents.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff attend safeguarding training to keep their knowledge current. The manager and staff know how to identify if children are at risk or harm. This includes if children are being drawn into radicalisation or being exposed to female genital mutilation. They know where to report concerns about children's welfare to promote their safety. The manager follows a safe recruitment procedure to ensure that new staff are suitable in their roles and to work with children. Staff promote children's good health. For example, they remind children to drink water regularly on hot days to keep themselves hydrated.

## **What does the setting need to do to improve?**

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

- enhance staff's ability to extend babies' speaking skills
- support staff to build on opportunities for children to find solutions to problems they encounter as they play.

## Setting details

<b>Unique reference number</b>	EY483094
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10219907
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Mill View Farm Limited
<b>Registered person unique reference number</b>	RP907343
<b>Telephone number</b>	01933626547
<b>Date of previous inspection</b>	19 August 2016

## Information about this early years setting

Grassroots Nursery registered in 2014 and is situated in Hargrave, Wellingborough, Northampton. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, two hold qualifications at level 5, and 11 hold qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and deputy manager completed a learning walk of all areas of the nursery with the inspector and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector through discussions and written testimonials.

We carried out this inspection 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.

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