

Inspection of Grassroots Nursery School

THE STUDIO 24 ASHLEY ROAD, HAMPTON, MIDDLESEX TW12 2JA

Inspection date: 23 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are settled and happy in this lively environment. They are friendly, play well together and learn to be kind. For example, children help to hang up each other's bags and offer comfort when someone is hurt. Toddlers enjoy exploring a wide range of activities independently. For example, they explore the texture and smell of real fruits and vegetables in the home corner. Children are enthusiastic to join in with songs and rhymes, including the actions.

The new manager has taken action to improve since the last inspection. The curriculum is structured to allow children to follow their interests and build on what they can do and already know. Staff introduce appropriate challenges when they notice that children are ready, such as offering them an open cup or encouraging them to write their name. Staff interact with children to develop their curiosity. For example, they give children time to explore the feel of icicles and sand as water is added, helping children to build their knowledge through their experiences.

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

- Children receive good support for their communication and language development. Staff teach children new vocabulary by repeating back correct pronunciation and adding extra words to their play. For example, when children say 'star', staff say 'starfish' to correctly name a toy. Staff engage children in conversations during their play. They encourage children to recall past experiences and share their ideas and thinking. This helps children to be confident in their communication and to express themselves well.
- Staff build good relationships with children and interact with them well. They join in with children's play, model how to use equipment and make suggestions to extend children's learning. Staff know children's individual needs well, which helps to make them feel safe and secure.
- Children learn mathematical concepts through their play. Babies and toddlers learn positional language, such as 'on', 'top' and 'under' when building with blocks. Older children count items as they make play-dough models and explore filling and emptying when playing with water. They learn to identify differences in size, shape and colour through a variety of activities.
- Partnerships with parents are good. Parents state that their children enjoy a nurturing relationship with staff and learn lots of new things at nursery. They feel well supported by staff during key times, such as when their children are potty training or moving into a new room.
- Staff use regular assessments to monitor children's progress. This informs their planning for children's next steps in development and identifies any children who need extra support. The special educational needs coordinator liaises with parents and other professionals to ensure that children with special educational

needs and/or disabilities receive the help they need. This helps all children to make good progress.

- Staff support children's behaviour well. They remind them to use gentle hands when playing together and help children to take turns with popular resources. Children persevere with challenging activities and show joy when they complete a task, such as cutting a piece of card with scissors.
- Staff make daily checks and adjust provision to ensure children's safety, such as making sure that the climbing frame is out of bounds on icy days. They encourage children to mop up spills to prevent slipping. However, staff are not consistent in extending children's understanding of how to keep themselves safe, for example by reminding them not to run indoors.
- Staff feel well supported by the manager and receive mandatory training, such as paediatric first aid. While supervision meetings have been introduced to discuss children's progress, staff do not have consistent opportunities to receive feedback on their practice and areas for their own development. This impacts on their ability to continue the improvements that have been made.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the safeguarding policies and procedures, including the whistle-blowing policy. This means that they know how to recognise the signs and symptoms of abuse and neglect, including the impact of a range of issues, such as domestic violence, and how to report their concerns. Staff carry out risk assessments of the environment and ensure that play areas are safe for children to use. Managers follow robust recruitment procedures to ensure that only suitable staff are employed. They use supervision discussions to include confirming the ongoing suitability of staff.

What does the setting need to do to improve?

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

- embed the curriculum securely to develop a consistent approach to teaching children about their own safety
- focus supervision arrangements to support staff with feedback that enables them to develop their practice consistently over time.

Setting details

Unique reference number	109171
Local authority	Richmond Upon Thames
Inspection number	10251762
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	28
Name of registered person	Atime Childcare Limited
Registered person unique reference number	RP517587
Telephone number	020 8783 1190
Date of previous inspection	24 January 2022

Information about this early years setting

Grassroots Nursery School registered in 2001 and is located in Middlesex. It is open for 51 weeks of the year from 8am to 6pm, Monday to Friday. The provider employs nine members of staff, eight of whom hold appropriate qualifications. The nursery provides funded early years education for children aged three and four years.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager carried out joint observations of group activities with the inspector.
- Parents shared their views of the setting with the inspector.

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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