

Inspection of Little Grasshoppers

Broad Oak Nursery School, 64 Palmerston Road, Mossley Hill, Liverpool L18 8AJ

Inspection date: 19 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the nursery and are eager to start their day. They learn about feelings in a fun, exciting way through dance and movement. Staff are attentive to children's needs and show care towards all the children within the setting. Children take great delight in participating in the sensory and creative opportunities presented to them. The youngest babies explore flour, developing their mark making as they use their fingers to make marks. Older children plant herbs and smell the different types of plants in the sensory garden.

Staff give children lots of praise and encouragement, which helps children to foster positive attitudes and develop their self-esteem. Children mirror this in their own play. Children are familiar with the routines and expectations. They are well behaved and learn to take turns and share.

Children spend a lot of time outdoors and benefit from fresh air and exercise. Older children move freely between the indoors and outdoors to make choices about where they wish to play. Children carefully balance as they navigate a structure of crates and planks in the garden. Staff reassure them saying, 'You can do it.' Children confidently persevere and smile proudly at their achievements.

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

- The experienced manager has a clear vision for the nursery and values an approach that goes above and beyond for the families that attend the setting. The supportive staff team are keen to create a happy, inviting and nurturing environment, where outcomes for children are at the heart of everything they do. Staff plan a variety of engaging activities that focus on children's interests and their next steps in learning. They ask families to share favourite books and experiences, so learning can be continued at nursery. This personalises learning for children and extends their knowledge.
- The special educational needs coordinator works well with parents and other professionals to create individual learning plans for children. She is exceptionally knowledgeable and passionate about adding to her existing knowledge of how to support children with additional needs. All children make very good progress and are well prepared for their future learning.
- Staff understand the importance of adults being good role models in communication. They speak, sing and read to children throughout the day. Staff consider children's differing needs and adapt language to support this. They comment and encourage children to talk throughout the day. For example, children talk about what they have done at the weekend while having snack. Children are confident talkers.
- Children's emotional well-being is well supported throughout the rooms within

the nursery. Their existing key person moves between rooms to ensure that children feel safe and become familiar with routines when transitioning between rooms. Children are secure and confident, which impacts positively on their learning.

- Parents are provided with detailed verbal feedback about their children's day. Staff share regular information with parents, including the books they are currently focusing on in nursery. Children's progress is regularly discussed with parents, and they are involved in their children's learning and experiences. For example, parents are invited to an art exhibition where children's work is displayed. This helps to give talking points for parents with their children.
- Good consideration is given by managers to supporting staff's well-being and managing their workloads. The leader recognises when staff may need some extra support and ensures they receive this. Staff enjoy working at the nursery and feel they are well supported. Therefore, staff work consistently as a team to support children's development.
- Generally, staff prepare children well for school and their future learning. Children follow simple instructions and respond positively to change in the routine, for example tidy up time. Yet occasionally, some staff are too quick to complete tasks, such as pouring cereal and drinks. This prevents children from extending their independence and building on skills, which will support them for future learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are familiar with the indicators of abuse and know how to report concerns about a child's welfare. Staff use risk assessments and daily checks to help ensure the environment remains safe for all children. All staff hold a relevant and paediatric first-aid certificate. This supports staff's ability to attend to children's medical needs if situations occur. Staff supervise children well. The manager keeps her safeguarding knowledge up to date through local authority briefings. Leaders complete recruitment and vetting procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- review ways to further promote children's independence skills, to carry out self-care tasks and prepare them for future learning.

Setting details

Unique reference number	2625589
Local authority	Liverpool
Inspection number	10295617
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	41
Number of children on roll	41
Name of registered person	Little Grasshoppers Limited
Registered person unique reference number	2625593
Telephone number	01517241514
Date of previous inspection	Not applicable

Information about this early years setting

Little Grasshoppers registered in 2021. The nursery opens from Monday to Friday all year round from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stacey Wendrenski

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 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/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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