

# Inspection of Grasshopper Club

The Old School House, Mount Pleasant, Castle Donington, DERBY DE74 2LN

---

Inspection date: 7 February 2025

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and secure at this welcoming pre-school. They show they feel safe and secure in the caring and nurturing environment that staff create. Staff understand the importance of supporting children to make firm attachments to adults involved in their care. They use settling-in sessions to build relationships with parents and ensure they have the information they need to provide continuity in children's care. Staff support children to try new learning experiences and engage them in the interesting activities they have planned. Children enjoy a range of progressive learning opportunities that support them to make progress towards what they need to learn next.

Children confidently explore the outdoor environment, developing their physical skills. Older children learn to take risks safely when they use the tyre swings. They practise their coordination and balance as they ride on scooters. Staff stay close at hand, supervising children and offering a steadying hand to help them gain their balance when needed. Children enjoy hunting for bugs, and staff help them to name the bugs they have found. Staff talk to children about putting the bugs safely back on the plants.

Children behave well and create positive relationships with others. Young children learn to share toy animals as they role play in the veterinary clinic. Older children develop friendships with each other as they play games together.

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

- Staff plan a range of activities for children to engage in each day. They have created a curriculum that encourages children to develop the skills that they will need to gain to be ready for their eventual move to school. For example, they focus on developing children's communication and social skills, such as sharing and taking turns. However, not all staff are fully aware of the curriculum intention. This has led to some inconsistency in the implementation of the curriculum.
- Children benefit from good-quality interactions with staff to help develop their learning. However, on occasion, staff are quick to solve problems for children, rather than encouraging them to find solutions for themselves. For example, when children pretend to run out of petrol while riding on scooters and cars, staff quickly intervene and suggest they go to the petrol station. This limits the opportunities for children to solve problems and test out their own ideas.
- Children behave well. Staff talk to children about their behaviour to help them to learn how to manage their feelings. They gently remind children about positive choices in their play. Staff have clear expectations of behaviour in the setting and expertly share these with children. They use positive reinforcement and

consistently praise children as they take turns and share the resources on offer. Children learn to be kind and compassionate to their peers and build relationships that will support them in the future as they transition to school.

- Staff create an outdoor environment that is interesting and exciting for children to engage in. Children enjoy the variety of opportunities to be physically active. They drive ride-on cars and balance on beams. These activities develop children's balance and gross motor skills. Children enjoy exploring a wooded area outside and take turns to drive toy tractors. As they play, they learn to take turns, cooperate and collaborate with others.
- Children focus on their chosen activity and show a high level of curiosity. For example, they discover hidden treasure in a tray of shredded paper. Staff skilfully develop children's communication and language skills as they help younger children to name the objects they have found. They use questions to support older children to discuss the objects.
- Parents report that their children are well cared for and staff are very friendly and approachable. Parents say their children love to attend and have formed good relationships with staff. However, staff do not always work closely with parents to help them understand what their children need to learn next and how parents can support their children's learning at home.
- Staff feel well supported in their well-being and ongoing professional development. Regular feedback successfully supports their knowledge and skills. They are encouraged to reflect on their practice and discuss any training needs that they may have.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support all staff to have a clear understanding of the curriculum intent so that they are consistently focused on what they want children to learn
- strengthen how staff engage with children to promote children's deeper thinking and help them learn how to solve problems for themselves
- develop links with parents, sharing more information about children's next steps and ideas of how parents can extend children's learning at home.

## Setting details

<b>Unique reference number</b>	EY360499
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10368274
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Grasshopper Club Committee
<b>Registered person unique reference number</b>	RP902052
<b>Telephone number</b>	01332 858216
<b>Date of previous inspection</b>	14 March 2019

## Information about this early years setting

Grasshopper Club registered in 2007 and is situated in Castle Donington, Derbyshire. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school is open from 8am to 4.30pm, Monday to Friday, during term time. The pre-school provides places for children in receipt of government funding.

## Information about this inspection

### Inspector

Lianne McElvaney

## Inspection activities

- The manager talked to the inspector about the activities staff provide and how these assist children in their learning and development.
- The quality of interactions during activities was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with managers, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025