

# Grasshopper's Nursery School

St. Bernards RC Primary School, Victoria Park Avenue, Lea, PRESTON, PR2 1RP

<b>Inspection date</b>	08/07/2013
Previous inspection date	06/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The staff have a good knowledge of each child's needs which ensures that they successfully promote children's welfare and learning.
- Children are kept safe due to the care of the staff and the good levels of supervision provided.
- Children enjoy their learning. They fully participate in the good range of activities provided for them in both the indoor and outdoor environments.

### It is not yet outstanding because

- Occasionally, staff rely on the use of pre-printed worksheets which encourage children to reproduce someone else's ideas in preference to developing their own.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector looked around the premises and outdoors.
- The manager and inspector carried out a joint observation in the main playroom.  
The inspector spoke with the manager, staff, provider and children at various times throughout the inspection. The inspector also spoke with parents and took account of the questionnaires completed.
- The inspector looked at a range of documentation including children's files, policies and planning.

## Inspector

Sandra Harwood

## Full Report

### Information about the setting

Grasshoppers Nursery was registered in 2010 and is on the Early Years Register. It is situated in school premises in the Lea area of Preston and is owned by a limited company. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications from level 2 through to level 4. The provider holds Early Years Professional Status.

The nursery opens Monday to Friday during term time. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- encourage children to find their own ways to represent and develop their own ideas in order to extend their creativity and critical thinking skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The staff have a secure knowledge of each child in their care which is fully supported by the effective key worker system. They confidently discuss how they adapt their practice across the age ranges to ensure all children make good progress. The observation, planning and assessment clearly and accurately identify children's development and achievements. This ensures that there is an individual approach to each child. Planning shows that children's next steps in learning are fully supported and children's interests are incorporated through the 'children's interest board'.

Information gathered before children start the setting enables staff to support children in their first few weeks as they settle in. Parents continue to be involved in their children's learning, for example, through daily discussions and parents' evenings. Staff and parents work together as they share information to complete the progress check at two years to identify any concerns. Once children are ready to move onto school, staff forward progress assessments, include uniforms in the role-play areas and invite teachers into the setting to discuss the transition and meet the child in a familiar environment. As a result,

children are fully supported as they move to their new settings and receive a consistent and complementary approach to their learning.

Across the age ranges children's communication and language is well supported. Lovely conversations throughout the setting, help children make links with home as they talk about siblings or what they have been doing at the weekend. Staff model good language and listen with interest, skilfully questioning to extend children's thinking. Staff and children work together as they create a garage and car wash; children develop their understanding of using tools for a purpose as they use the spanners to repair the bikes around the setting. Staff also use opportunities such as these to extend children's mathematical language. They engage with the children to compare the different lengths and guide them to look at the numbers on the tool which informs them of size.

Children enjoy using the dough; as they cut and roll, they demonstrate their understanding of size as they compare the different sized balls made and put them in the correct size order. Small world play and books help children's developing understanding of the wider world as they talk about and celebrate the many cultures of the world. Children's opportunities for creative development are enhanced through continual access to craft materials. However, occasionally staff use pre-printed sheets during activities which do not support children to think for themselves and develop their creativity.

Younger children or those who need or want quiet time use the smaller playroom where they can explore a range of natural materials, sit and read or use the sensory equipment. The comfy book area is also available and children use this area as they combine reading books with resources, such as dinosaurs to extend their play and understanding. Children show great delight as the sun reflects numbers onto the ceiling, they excitedly inform staff who react positively and encourage the children talk about the numbers and give explanations as to how this happens, extending their understanding of the world around them.

### **The contribution of the early years provision to the well-being of children**

Children show they have a strong relationship with their key person and other staff as they confidently approach them for cuddles, reassurance and to invite them to join in their play. Staff and parents work together as children visit the setting before joining. A welcoming child-friendly environment engages the children well as they explore the play areas with interest. Staff give them good eye contact, play at their level and give one-to-one support when needed, such as practising their cutting skills. This means that their emotional well-being is supported.

Staff use snack and lunchtime to explore healthy lifestyles with the children in a relaxed manner. For example, they follow children's lead when they talk about drinking all their milk; staff demonstrate how this builds their muscles, making children laugh while raising their awareness. Free-flow play to outside where children practise their physical skills on wheeled toys and balancing for example, further helps them develop an understanding of the importance of healthy lifestyles.

Children are taught about their own and others' safety through a range of activities and reminders, such as not to wave scissors around as they are talking to others, or practise crossing the road at the zebra crossing they have painted. Staff support and encourage children as they explore and take safe risks appropriate to their stage of development.

Children behave very well; they are sociable and interact positively and cooperatively with each other and adults, showing their self-assurance. Staff use effective strategies to manage their behaviour. For example, children's understanding about sharing toys and being kind to their friends is demonstrated through comments, such as 'I'm waiting my turn'. Children respond positively as they see their name move up the rainbow until they fall into the treasure where they know they have earned a prize. This supports children to gain the skills they need for their transition to school as they develop a positive attitude to others. Staff use distraction effectively and help children to manage their feelings through clear explanations and guidance. Staff are good role models who offer children consistent explanations and lots of praise and encouragement.

### **The effectiveness of the leadership and management of the early years provision**

The manager has ensured all staff have acquired the skills and knowledge to safeguard children's welfare. Staff demonstrate they have a good understanding of their responsibilities towards the children. Therefore, they know how to proceed if they have concerns about a child's welfare or adult behaviour. Emphasis is placed on ensuring children are cared for in a safe environment through effective procedures and practices, such as robust recruitment and selection and effective supervision and deployment of staff. Consistent induction procedures ensure that staff understand the policies and procedures and effectively put them into practice. This means that children's health, safety and well-being are successfully promoted. Staff performance is monitored through regular discussions, team meetings and appraisals and any training and development needs are identified. This helps to ensure that the setting continues to have a well-trained team.

Parents spoken to at the time of the inspection were very positive about the setting, making comments, such as 'my child loves coming here' and 'all staff are friendly and supportive'. Parent questionnaires support these comments highlighting the good quality care their children receive from the staff. Partnerships with external agencies are well established to support children with special educational needs and/or disabilities. This means that staff increase their knowledge as they address specific concerns together with parents and professionals, such as speech and language therapists and educational psychologists. Communication with other providers ensures that children who attend more than one setting have consistency of care and learning.

The manager and staff continually evaluate their practice within the setting. Children's evaluation of activities, along with parents and other interested partners identify areas for improvement. The setting works closely with the local authority and implements their guidance to help move the setting forward.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY408637
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	921432
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Laura McKay Kearney
<b>Date of previous inspection</b>	06/06/2011
<b>Telephone number</b>	07722928492

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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