

# Grasshoppers Day Nursery

300 Gilliott Road, Edgbaston, Birmingham, West Midlands, B16 0RR

## Inspection date

Previous inspection date

27/08/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children settle well due to the warm, welcoming environment created by the friendly staff. The close relationships between the staff and the children support their confidence and feeling of security within the setting. This promotes good levels of progress as children feel nurtured and well cared for.
- Babies and children show that they feel safe and secure because experienced staff are allocated to care for them. Moves between rooms and on to other settings are well supported so that children continue to feel safe and secure.
- Development of children's communication and language skills is given high priority; lots of opportunities are available to develop their skills through good staff interaction and resources.
- The successful implementation of the key person system enables all children to establish very secure and trusting bonds with their key person and other staff.
- The nursery's safeguarding procedures are robust and rigorous, promoting the welfare of all children who attend.

### It is not yet outstanding because

- There is further scope to celebrate the home languages of children and increase opportunities for them to view and use that language in the nursery.
- Younger children do not always have opportunities to develop their independence; for example, by serving themselves at dinner and snack time.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussions.
- The inspector completed a joint observation with the manager.

## Inspector

Jennifer Turner

## Full Report

### Information about the setting

Grasshoppers Day Nursery was registered in 1991 and re-registered under new ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large house in Edgbaston, Birmingham. The nursery is one of a group owned and managed by Child Base Nurseries. It serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff who work directly with children, all of whom hold appropriate early years qualifications to level 3 or above. There are currently 45 children on roll who are in the early years age range. The nursery opens Monday to Friday all year round and sessions are from 7am until 6.15pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery receives support from the local authority.

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

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

- enhance the current practice in relation to supporting children who speak English as an additional language by celebrating their home languages and increasing opportunities for them to view and use that language in the nursery
- increase opportunities for younger children to develop their independence, for example, through pouring their own drinks and serving their own meals and snacks.

## Inspection judgements

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

Children are progressing well in all areas of learning in relation to their starting points. From the outset key persons obtain detailed information about children's routines and what they can do. For example, parents help staff make an initial assessment of children's starting points and interests using information compiled in the 'all about me' profiles. Staff undertake a range of observations to effectively track children's progress, including information about how children settle and spontaneous observations as they engage in activities. All children's achievements are recorded in learning journals, and the key person

for each child regularly monitors their development to ensure that they are continually making good progress. Staff successfully identify ways to help children move forward and use this to inform the planning of future activities. This ensures that planned events are of interest and are challenging to children to promote development. Children take part in worthwhile activities to support their individual needs and interests, such as focused activities. Staff consult children using mind maps to find out what they would like to do each week, and the plans are individualised for each child. The two year progress check is undertaken to enable staff to promote children's future learning and identify any gaps in their achievement so that prompt support can be identified and put in place. As a result, all children make good progress towards the early learning goals and are well prepared for the next stage in their learning.

Throughout the nursery staff demonstrate effective teaching methods to support children's communication and language. For example, they help children to form and associate letters and sounds through songs, rhymes and stories and through everyday conversation. Children are enticed into the cosy book areas, where they show a keen interest in books. They enjoy listening to stories with increasing concentration because staff read to them using varied tones of voice to maintain their interest. Staff encourage them to join in and anticipate what is coming next, so they eagerly await and then delight in making the noise of animals when they see the picture. Children are learning early reading skills as they recognise their own names on their place mats at lunchtime. Older children self-register when they arrive in their room, and many confidently write their names on their artwork. Babies begin to explore early writing as they make marks with their fingers in shaving foam, paint, sand and crayons.

Good support is provided to children who speak English as an additional language. For example, staff liaise with parents and learn simple words to support children. However, there is scope to further enhance the way in which home languages are celebrated, viewed and used within the setting, to show that they value linguistic diversity. Children celebrate a range of festivals and dress up in costumes as they practise Bollywood dances, in addition to tasting fruits and food from around the world. Children's expressive art and design skills are supported well. They enjoy role play activities and older children make up their own games, taking on different roles and characters. Role play areas change to reflect children's interests, and this means that they can enjoy a visit to the 'hairdressers'. Children have a touch screen computer and they confidently develop their control of the mouse as they choose games to play, such as designing colourful pictures using the paint programmes. This meets the needs of the children well and promotes their learning and development in all areas. There is a very good focus on outdoor play, which children thoroughly enjoy and benefit from as they develop their confidence and refine their physical skills. They climb on equipment and ride bikes and tricycles, and enjoy the gardening areas where they explore the living world. They plant and care for herbs and tomatoes, as well as digging in soil. They enjoy playing in the large sandpit, feeling the sand between their toes and filling containers as they pretend to be on the beach. Children have many opportunities to observe chicks hatch from eggs in an incubator and gently handle the fluffy chicks.

Parents are involved in their children's learning through sharing information on their progress and achievements. Parents speak to staff when they collect their children, so that

they are well informed about their activities. Parents contribute to the progress check at age two. This means that an accurate assessment of what children can do is made using all available information.

The strong progress in the prime areas of learning means that children are well prepared for the next steps in their learning, such as school. For example, children in the pre-school visit their new school. They take photographs of their new environment and designed life-sized figures of themselves, decorating these in the colours of their school uniform. In addition, teachers are invited to the nursery to meet the children, and transition reports are shared.

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

Children are clearly happy, settled and have an enjoyable time at this nursery. Their immediate needs are well attended to because the long-standing staff are well informed about their needs, family events and routines. Staff are warm and affectionate with the children, greeting them with genuine interest and delight when they arrive at the nursery or when they meet children moving from one area to another. Children are cuddled and nurtured by sensitive staff, which enables them to progress in their learning and play. Throughout the nursery children are relaxed and at ease. They confidently explore their environment and express their wishes, which includes where and with what they choose to play. As a result, children feel safe and secure and have a strong sense of ownership. Their sense of belonging is actively promoted through the effective displays of their artwork, examples of their emergent writing and photographs of them at play. Information is collated on the registration forms to ensure that staff are aware of children's likes and dislikes, any special requirements and key information prior to them starting. Dietary or medical needs are fully discussed to ensure that all activities are safe and suitable for each child. Where special requirements are identified, staff work in partnership with other professionals and parents to ensure that a consistent approach is taken. For instance, children with special dietary needs have their meals served on a red plate to prevent them from having the wrong food.

Children have a secure understanding of good hygiene practices, supported by topics on the effects of exercise on their bodies and why they must wash their hands and brush their teeth. They also taste a range of health foods, in addition to pictorial reminders and activities. They are provided with healthy, balanced snacks and meals appropriate to their individual dietary needs. Meals are prepared in the nursery and children enjoy their fish, mashed potato and vegetables. Mealtimes are social occasions where children enjoy eating together and chatting to one another and staff. Older children's independence is fostered as they confidently serve themselves at dinner and snack time and pour their own drinks. However, this is not the same for younger children, who have less opportunity to develop their independence. For example, staff pour their drinks and serve them their meals and snacks. Children are developing a good understanding about how to keep themselves safe as staff remind them not to run indoors. The children learn important lessons, such as the 'golden rules' of being kind to each other, sharing and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. Adults act as good role models for children, who feel valued and gain

confidence and self-esteem through praise and encouragement. This ensures that children develop a positive and enthusiastic attitude to learning.

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

Arrangements for safeguarding children are robust. Staff have a good understanding of their roles and responsibilities for safeguarding children, including liaison with appropriate agencies supported by designated safeguarding officers. Robust procedures are in place for the recruitment and vetting of staff and in helping to ensure their continued suitability. The thorough risk assessments for the nursery help keep all children safe. These are also monitored by a maintenance team, and are subject to regular review by the management team. The staff practise the evacuation procedures with the children frequently. They are vigilant and keep good records, including a visitors record. This effectively promotes the welfare of children and enables them to feel settled and secure at the nursery.

A comprehensive range of policies and procedures are in place; these are regularly reviewed, carefully managed by the management team, and understood by all staff. Staff's understanding of policies and procedures is regularly tested to ensure that they fully understand them. The management team is keen to continuously improve and evaluates the provision regularly. This includes the views of staff and all service users.

The management team provides strong leadership to the staff team. Staff are well motivated, enthusiastic and work together closely to provide a welcoming environment where children's welfare, learning and development needs are effectively met. All staff undertake regular training courses, which enhances individual skills and consequently improves the outcomes for children.

The environment is child friendly and welcoming. The good quality, age-appropriate toys and resources are well deployed. Children have a wide range of resources to choose from throughout the nursery, such as construction kits, large building towers, role-play toys, art and craft equipment and water play.

Partnerships with parents, other providers, professionals and agencies connected to the children are very good. The management has procedures in place for the sharing of information with other settings the children attend. This supports continuity and consistency in children's experiences and learning. Staff take time to get to know children and their families through good settling-in arrangements at the start of the placement. This is significant in making sure the individual and additional support needs of all children are met. Parents and carers are welcomed warmly into the nursery at the beginning and end of each session. Staff take time each day to discuss the children's needs and achievements with the parents and to share daily diaries. Informative notice boards, newsletters and meetings keep parents informed of events at the setting and invite their involvement. Parents that were spoken to commented positively about the staff and the nursery.

The new manager has had a positive impact on the nursery through her clear vision and

drive for improvement. She has gained the confidence of her line management team who support her and the staff. Together with the new organisation's quality audit scheme, they have set clear priorities for improvement, and all staff, children and parents are involved in this process.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY459395
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	907015
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 455 6026

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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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