

# Grasshoppers Nursery School Ltd @Sacred Heart

Sacred Heart Catholic Primary School, Poulton Street, Ashton-on-Ribble, PRESTON, PR2 2SA

<b>Inspection date</b>	05/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- The nursery is stimulating, well resourced and supports children's all-round development and emotional well-being. As a result, children settle well to activities on arrival.
- Children enjoy warm relationships with staff, which helps them feel secure. Staff support children to become confident in their ability to do things for themselves, so they develop high levels of self-esteem.
- Staff effectively support children to relate well with each other. As a result, children behave well and their social skills develop steadily.

### It is not yet good because

- Some records are not effectively maintained, easily accessible and available for inspection at anytime to ensure that children are fully protected and the overall quality of teaching is variable at times.
- Information is not always gathered about children's interests and abilities at home and at other settings. Consequently, activities do not always build on what each child knows and can do to ensure they are sufficiently challenged to learn at the highest level.
- Little use is made of the home languages of some children to fully support them in learning English or to raise all children's awareness of different languages.

## 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 in the nursery room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the nursery and the registered person.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

## Inspector

Lynne Naylor

## Full report

### Information about the setting

Grasshoppers Nursery School Ltd @ Sacred Heart was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of two settings run by Grasshoppers Nursery School Limited. It is situated in Sacred Heart Primary School in the Ashton area of Preston. The nursery serves the local area and is accessible to all children. It operates from a classroom and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications with one at level 6, three at level 3 and three at level 2. The nursery opens Monday to Friday, term time only, from 9am to 3.30pm. Children attend for a variety of sessions. There are currently 28 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 a number of children who speak English as an additional language. The nursery serves the local area and is accessible to all children.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain records to ensure they are easily accessible and available for inspection at anytime, so that children are fully protected
- monitor the consistency with which children's starting points and learning from home are established with parents on entry to the nursery, in order to ensure learning is always built on from a clear knowledge of all children's abilities
- support the needs of children with English as an additional language and increase children's awareness of the culture and languages of each other, for example, by obtaining key words from parents to help settle children in and by sharing stories, songs and rhymes in children's home languages.

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

- improve monitoring arrangements by placing a greater focus on achieving consistency in the quality of teaching and overall level of practice, so that all children benefit from high standards.

## Inspection judgements

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

Each child has an identified member of staff who begins to assess their abilities when they start nursery and who plans activities, which help children make sound progress. For some children, information from parents about what their child already knows and can do is available and used to ensure activities are suitably challenging from the moment they start. However, this information is not consistently gathered for all children. As a result, not all parents contribute to identifying their children's starting points, so not all staff are able to effectively plan children's next steps and ensure they are all making good levels of progress. Staff track children's ongoing progress, so any gaps in their learning and any action needed to secure support are being steadily identified. They talk daily with parents about what children have been doing during the session. Parents' meetings have been introduced as a useful way for parents to look through their child's learning journal with the key person. These meetings, with other forms of communication, such as newsletters, are beginning to keep some parents well informed.

All staff have a sound understanding of the Early Years Foundation Stage and how to promote the learning and development of young children through play. They purposefully provide a wide range of rich resources for children to discover and explore. For instance, children find a super hero figure and a plastic monkey frozen in ice and try to work out how to free them. Photographs of children, as they stroke an owl at a local children's farm, show they are beginning to learn about nature. Children develop sound mathematical skills as they play games, such as 'What's the time Mr Wolf' and through routines, for example, as they count how many children are present. Children enjoy a range of sensory experiences, such as play with foam, gloop and dough, which also supports the development of their early writing skills. Staff provide interesting materials, such as a tray of coloured sand and encourage children to make marks and letter shapes in it with their fingers, pencils, spatulas and cotton reels. Indoors and outdoors, children make good use of the freely available pencils and paper to draw and make marks on their work. Children play imaginatively with small world toys, such as the toy cars and road mat and the trains and train track. In the play kitchen, children role play with real foods and accessories, such as, pots, pans, cups and plates. They demonstrate their awareness of technology as they play with pretend electrical items in the play kitchen. Children enjoy experiences, which relate to their own culture and sometimes the culture of others, for example, they dance with a paper dragon, taste Chinese food and play imaginatively with a wok, salad peppers and oats in the play kitchen at Chinese New Year.

Children make good progress in physical, personal, social and emotional development. This provides them with the key skills needed for the next steps in their learning, such as school. Staff are beginning to purposefully encourage children's speaking and listening skills, which helps them make sound progress in communication and language development. The quality of teaching during planned activities is generally good, although, is variable at times. Sometimes, children learn well from self-chosen experiences due to the good interaction and support that staff provide as they play alongside them. For example, during a pirate theme, some children practise number and writing skills as they

make and charge for bookings at the role play boat ticket office. However, on other occasions, for instance, in the boat yard construction area, the quality of teaching is variable and some staff do not always make the most of activities to fully challenge children, in order to help them to make the best possible progress.

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

Children happily enter the nursery, which is thoughtfully organised and well resourced with a wide range of good quality equipment. Staff purposefully add extra resources according to themes, which keeps areas interesting and inviting. Each child has a member of staff identified as a key person to help them settle in and to build a relationship with their parents. Where information is available from parents, staff use it to support the settling-in process. However, for those children whose home language is not English, key words in their home languages are not routinely requested to provide help with everyday tasks and routines or used to fully support their developing use of English. However, a timeline in photographs does provide some support for these children as they point to the photographs to indicate what they want. Children demonstrate close relationships with caring staff and confidently interact with visitors, which show they feel safe, emotionally secure and self-assured. They are given plenty of time and freedom to become deeply involved in activities they are enjoying. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. As a result, they behave well and their personal, social and emotional skills develop steadily as staff effectively support them to relate well with each other.

Staff use stories to help young children learn about a range of different emotions. For instance, children listen to a story about a grumpy looking cat and discuss how the cat may feel. Children are emotionally well prepared for the next stage in their learning. In addition, there is a growing relationship with the host school, which helps children prepare for their move onto school. Children become familiar with school life as they move around the school to access the hall, toilets and the outdoor area. They perform their Christmas concert in front of the reception class children and are also invited to watch the reception class Christmas concerts. Effective partnerships are also developing with other professionals and services. Children develop good self-help skills because they easily help themselves to items they need, such as paint brushes, as they are stored on low level shelves. They choose when to eat snack and prepare it themselves, for example, they spread margarine on their crackers. Children broaden their cultural awareness in a variety of ways, such as tasting foods, craft activities and being involved in different cultural activities. For example, they taste a range of foods during Chinese New Year celebrations and they feel the insides of a pumpkin at Halloween. Children also look at books, which reflect positive images of culture and disability to promote their awareness of similarities and differences.

Children talk about good hygiene and know why they use anti-bacterial gel on their hands before preparing food. Staff are aware of children's health requirements, allergies, special dietary needs and their food preferences. During lunch, children talk about the health benefits of foods in their packed lunch, such as food giving you muscles and how apples are grown. Children develop good hand to eye coordination through handling a range of

toys, such as construction sets and scissors. They gain an understanding of the need for physical exercise as part of a healthy lifestyle. Children exercise and develop good coordination as they move their bodies at weekly dance sessions in the school hall. Outdoors, they improve in physical ability and confidence as they manoeuvre tricycles and rhythmically move ribbons in the wind. Staff make increasing use of outdoor activities to teach children about road safety as they ride on wheeled vehicles. A community police officer also visits to talk to children about her role in keeping people safe.

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

The manager and staff have a sound awareness of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Suitable staff recruitment and vetting procedures are followed and Disclosure and Barring Service checks are undertaken. Although, there is currently no adverse impact on the children's safety and welfare, at inspection, some of the required documents and records were not easily located and readily accessible for inspection. This is because they are not kept in an orderly way. Policies and procedures generally meet requirements and are shared with parents to keep them informed. The premises are secure and the arrival of any visitor is carefully checked and a clear record maintained. In addition, a daily risk assessment is completed to ensure the premises are safe and secure for children. Staff are confident about the procedures to follow, should they have any concerns about a child's welfare. This is because they are all briefed on child protection, with some staff trained at a higher level to support them. Therefore, children's welfare is generally well protected. The nursery room is well organised, so children move around freely and safely. Children help to organise their space as they create cosy areas with fabrics and cushions, in which they sit and chat or listen to stories read by staff.

Staff receive appropriate induction training to help them understand their roles and responsibilities. Supervision and appraisals of staff are beginning to support staff and identify any specific training needs. The provider and manager are beginning to identify some of the nursery's strengths and weaknesses. They work with the local authority development worker and use the guidance provided to improve the provision for the children. Children are regularly asked for their views and staff are beginning to actively seek parents' views through questionnaires. Parents spoken to at inspection express how happy their children are to attend. Comments on the nursery's feedback forms talk about staff being 'friendly and easy to approach' and the nursery being 'fun'.

Parents are warmly welcomed and those who expressed a view at the inspection, speak very positively about the staff. They comment on how their children enjoy attending the nursery. All the required contact details about each child are obtained before a child starts at the nursery, which ensures they are accessible in an emergency. Daily verbal exchanges with parents generally support children's well-being and the sharing of information about their learning is increasing. However, monitoring of general practice and the quality of teaching is not focused enough to ensure consistency is maintained across the whole of the nursery. For example, monitoring of information sharing does not take place to ensure all parents share details about their child's interests and abilities when

they first start at the nursery. As a consequence, although, children are happily occupied from their first day, they are not always learning at the highest level as their starting points are not clear. This is particularly noticeable for children whose home language is not English.

### **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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY466098
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	930851
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Grasshoppers Nursery School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01772 726937

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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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