

# Grasshoppers Nursery School Ltd @ Sacred Heart

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

<b>Inspection date</b>	08/01/2015
Previous inspection date	05/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	<b>3</b>
How well the early years provision meets the needs of the range of children who attend		<b>2</b>
The contribution of the early years provision to the well-being of children		<b>2</b>
The effectiveness of the leadership and management of the early years provision		<b>2</b>

## **The quality and standards of the early years provision**

### **This provision is good**

- Children make good progress, particularly with their communication, social and emotional skills, because skilled practitioners support and extend children's learning as they play and talk with them throughout the day.
- Children settle and play well together because they enjoy lots of attention and support from a strong team of caring practitioners who know them well.
- Partnerships with parents and other professionals effectively support the needs of children and contribute to their learning, development and well-being. Practitioners know how to keep children safe from harm.
- The management team have made good progress in improving the quality of the provision for children. They have introduced systems to strengthen their performance and now have a good capacity to continue to improve.

### **It is not yet outstanding because**

- Children's progress is sometimes good rather than excellent because monitoring by management does not always quickly identify where to focus support.
- The management team has introduced peer observations to support professional development but practitioners do not yet have the skills and confidence to fully benefit from this process, so the positive impact on children is not maximised.

## 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 classroom and the outside learning environment and spoke to practitioners and children at appropriate opportunities.
- The inspector conducted a joint observation with the provider, who is also the manager of the nursery.
- The inspector held a meeting with the provider of the nursery.
- The inspector looked at assessment records and planning documentation used to support children's learning.
- The inspector checked evidence of the suitability and qualifications of practitioners 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.

## Inspector

Sara Edwards

## Full report

### Information about the setting

Grasshoppers Nursery School Ltd @ Sacred Heart was registered in 2013 and 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 immediate locality and also the surrounding areas. The nursery opens five days a week from 9am until 3.30pm, term time only. Children attend for a variety of sessions. Children are cared for in a classroom and have access to an enclosed outdoor play area. There are currently 27 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 11 practitioners working directly with the children, with the support of two welfare assistants at lunchtime. Of these, seven hold appropriate early years qualifications, with one at level 6, three at level 3 and three at level 2. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- sharpen the focus of assessment and progress monitoring, in order to target support for practitioners and children even more effectively and so consistently help gaps in children's development close rapidly
- build on the recent introduction of peer observations by developing leaders' and practitioners' skills and confidence in this process, to further develop the quality of teaching for the children.

## Inspection judgements

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

The quality of teaching is good and at times excellent. Children enjoy plenty of interactions with practitioners who are skilled at extending their learning through play and conversation. For example, practitioners develop children's vocabulary and understanding as they use short sentences with repetition and extension of children's responses. Children who speak English as an additional language are supported well by practitioners, for example with the use of visual timetables and signs. As a result, they are able to participate confidently in nursery activities with other children and their use and understanding of the English language is developing well. Children who have special educational needs have targeted learning plans and enjoy time with practitioners who know how to support them. For example, a practitioner provides engaging one-to-one

conversation based on the child's interest, skilfully encouraging emerging speech, demonstrating correct pronunciation and giving lots of praise. Consequently, all children make good progress in relation to their starting points and where there are gaps in children's development, their progress is good and sometimes excellent.

Practitioners know each child well and so are able to extend children's learning as they play with them, following their interests and building on what they can already do. They cover all areas of learning as they talk and play. For example, children learn about numbers as they sing rhymes outside. They develop their imaginations and their ability to express themselves as they enjoy drawing together and explaining their ideas to practitioners. Practitioners respond to children's interests and learning throughout the day and also plan interesting activities and focused support. This ensures children make progress towards the early learning goals and are keen to learn. Practitioners regularly assess children's progress and access additional support from other professionals when it is required. Practitioners act on the advice of other professionals to enhance the teaching they provide to children.

Practitioners work with parents to support children's learning. They share information through daily conversations, emails and parents evenings. They build relationships through special activities, such as messy-play sessions. Practitioners share development information, including the progress check for children aged between two and three years old, so that parents are well informed of their child's learning. Practitioners work together with parents to help older children develop the key skills to support them as they prepare to move on to school.

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

Practitioners are attentive to children's needs and show that they respect their thoughts and ideas. They provide children with lots of praise and encouragement and they manage behaviour calmly with consistent expectations and gentle reminders. Consequently, children are confident and happy at the nursery and have good relationships with the practitioners and each other. Practitioners provide interesting learning environments and plenty of opportunities for children to make choices and try things, so children enjoy themselves and develop their independence skills. Children also enjoy activities with the other children in the school community. Practitioners are providing good support and experiences for children to develop the confidence and self-esteem, which will support them in their move to school.

Children are developing healthy habits for life because practitioners provide sound support for their physical well-being. Children enjoy fresh air and space to run and climb outside each day and they have weekly opportunities to enjoy dancing in the school hall. They have healthy food and drink and a cosy space to rest when they are tired. Children begin to learn to keep themselves safe as they enjoy challenging themselves in the newly developed outside space. Practitioners support them as they learn to climb the hill and balance on obstacles safely.

The key-person system ensures children and parents have one person who knows them

particularly well and focuses on them. When children first move to the nursery, their key person finds out about their preferences and needs. This helps to make the settling-in process easier. For families who speak English as an additional language the nursery have translated information-sharing forms and they encourage parents to share some key words and phrases to help with initial communication. As children prepare to move on to school, practitioners work closely with parents to ensure children are well-prepared with important skills, such as toileting, dressing and socialising. The nursery works closely with the local Reception class teachers to provide good support for children's move to school.

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

The leadership and management of the nursery have improved and the management team has made good progress in improving the quality of the provision for children. The manager, who is also the provider, has a secure understanding of the requirements of the Early Years Foundation Stage and monitors the provision closely. Consequently, children's learning and well-being are promoted well. The manager ensures all practitioners receive regular training, for example in safeguarding and first aid, so they know how to protect children from harm. Practitioners demonstrate that they are clear about what they need to do if they have concerns about a child in their care. Secure recruitment and induction procedures ensure practitioners are safe to work with children.

The management team has accessed support from the local authority and acted on the advice and guidance they have received. They have used evaluation tools and reflected on the quality of the provision and the impact on children. As a result, they have improved many aspects of the environment and their practice. Performance management is now more robust and practitioners are supported more effectively. The management team now monitor progress to make sure that children's needs are identified and met well. However, the manager recognises that there is still potential for further improvement. For example, there is scope for leaders to identify where to provide more rapid, targeted support to enhance practitioner's skills and close gaps in children's learning even faster, by monitoring assessments and progress more sharply. The manager encourages and supports the practitioners to develop their practice and, consequently, they are enthusiastic about improving. Several team members are working towards childcare qualifications and practitioners also attend other courses to further develop the quality of their teaching. The manager works closely with the other members of the management team to provide regular supervisions to support staff practice. They have recently introduced peer observations to further enhance practice but the management team and practitioners do not yet have the skills and confidence to get the best from this process in terms of the impact on children's learning. The team has a good capacity to continue to improve the provision for children.

The nursery works to build good partnerships with parents. They share information, encourage involvement and respond quickly to requests or suggestions. Parents speak highly of the practitioners and say that they are very pleased with the progress their children are making. The management team and practitioners work closely with a wide range of other professionals to support children with a variety of different needs. These

partnerships make a strong contribution to supporting children's development and well-being.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	962953
<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>	27
<b>Name of provider</b>	Grasshoppers Nursery School Limited
<b>Date of previous inspection</b>	05/02/2014
<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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