

Grasshoppers Pre-School

Dalton Hall, Upper Dean, Huntingdon, Cambridgeshire, PE28 0LT



Inspection date

28 September 2016

Previous inspection date

13 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, the management committee and manager have made improvements to the pre-school. Committee members have a clear understanding of their responsibilities and ensure that they notify Ofsted of any changes to their membership. The manager has established good relationships with other settings children attend, helping to strengthen communication.
- Children feel secure in the pre-school. Staff sensitively support less confident children to join in group activities. They encourage them to count how many children are sitting in a circle and praise them when they successfully complete the task.
- The quality of teaching is good. Staff encourage children to use new and exciting words to describe the texture of dough. This is one example of how staff help to develop children's language skills.
- Staff promote opportunities for children to explore the local environment. Children enjoy visiting their small allotment to harvest the vegetables they have grown.

It is not yet outstanding because:

- On occasions, staff do not sharply focus teaching on children's next steps in learning. They do not adapt activities to provide even more challenge to help children rapidly move to the next stage in their learning.
- Managers do not regularly gather enough information from all stakeholders to effectively contribute to the self-evaluation process.

What the setting needs to do to improve further

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

- focus teaching more accurately on the next steps in learning that staff have identified for each child in order to consistently challenge children further
- review and enhance the methods used to regularly gather information from parents, staff and other professionals to help evaluate the care and education provided.

Inspection activities

- The inspector observed activities of the pre-school, both indoors and outdoors. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with members of the management committee and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at the evidence of the suitability of the management committee members and staff working with children. She looked at a range of documentation including the safeguarding procedures and action plans.
- The inspector viewed children's assessment records and planning documentation.
- The inspector took into consideration the views of parents spoken to on the day and as recorded in questionnaires and testimonials.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about child protection procedures and know how to report any concerns about children's welfare. Staff ensure that the premises and garden are assessed for potential hazards. They remove or reduce any risks identified, contributing to the safe environment in which children play and learn. Managers have established regular supervision methods to help staff identify areas for professional development. Following a recent training event, staff have enhanced the methods they use to support children's language development. Managers use the information gathered from children's assessments to accurately monitor the progress they make. Good relationships with outside agencies and professionals help the manager to access additional support to help close any identified gaps in children's learning.

Quality of teaching, learning and assessment is good

Children benefit from the positive interactions they have with the friendly and enthusiastic staff. They happily help staff arrange pictures on a board to plan the timetable for the day. Staff encourage them to point out familiar letters in the text placed under the pictures, helping children to develop early literacy skills. Staff confidently follow children's interests in the activities they provide, helping to capture children's attention and their motivation to learn. Before children first attend the pre-school, staff visit them at home. They gather important information about children's likes and what they can already do to help staff plan enjoyable activities right from the start.

Personal development, behaviour and welfare are good

The established key-person system works well in the pre-school. Staff use a variety of ways to share information about children's progress and care needs with parents and carers. Children quickly form strong and trusting bonds with staff, inviting them to join their games and explorations. Children behave well. Staff gently remind them to take turns and to be kind to others. Children know they can use equipment, such as sand timers, to help them resolve minor disagreements when others are more reluctant to share. Staff encourage children to climb on a frame and to run in the garden to help promote their physical development. Children enjoy sitting and talking to their friends and staff while they eat their packed lunches.

Outcomes for children are good

Children make good progress in their learning and development. All children, including those who speak English as an additional language, are effectively supported to promote their emerging vocabulary. Staff have a good understanding of the range of skills that will benefit children when they move on to school. Children learn to recognise numbers and shapes. They skilfully use scissors and pencils and master tasks such as thoroughly washing their hands. By the time children leave the pre-school they are ready for the next stage in their learning.

Setting details

Unique reference number	219205
Local authority	Bedford Borough
Inspection number	1033174
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	10
Name of registered person	Dean Under Fives Group Committee
Registered person unique reference number	RP907780
Date of previous inspection	13 November 2015
Telephone number	07804244877

Grasshoppers Pre-School was registered in 1994. The pre-school employs six members of childcare staff. Of these, four hold appropriate qualifications at level 3. The pre-school operates during term time and is open on Mondays and Tuesdays from 9am until 3pm. On Wednesdays and Thursdays the pre-school is open from 9am until midday with an optional lunch club from midday until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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