

Grasshopper Club

The Old School House, Mount Pleasant, Castle Donington, DERBY, DE74 2LN



Inspection date	5 February 2016
Previous inspection date	30 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Leadership is effective. Staff have strong support from the manager and the committee. The manager closely monitors staff practice to help enhance the quality of teaching. Staff have good opportunities to continue their professional development.
- Staff observe and accurately assess children's progress. They take account of children's individual learning styles and use their assessments to identify gaps in children's learning. They access suitable interventions for children who speak English as an additional language. All children make good progress in their learning and development.
- Staff encourage children to form positive relationships. They support children extremely well to share and begin to help each other. Children are very motivated and active learners.
- Staff place a good emphasis on helping children develop their communication, language and early writing skills. Each room, including the outside play area, has good resources on offer to help children learn in these areas.
- Partnerships with parents are good. Staff regularly gather and share information with parents. Staff ensure that parents are fully informed about all aspects of children's care and learning. They share relevant information with local schools and other settings children attend.

It is not yet outstanding because:

- Children generally behave well, however, occasionally some staff are not effective in helping older children who are becoming boisterous to re-focus and engage in the activities offered.
- Although generally staff tailor the activities well to children in the club, some group activities do not meet the needs of all the children who are participating.

What the setting needs to do to improve further

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

- ensure that all staff are confident and effective in encouraging boisterous children to become more involved in the learning opportunities on offer
- ensure that all activities planned fully encourage the interest and participation of all children.

Inspection activities

- The inspector spoke to members of staff, the chair of the committee and children at appropriate times during the inspection. She held discussions with the manager and deputy manager.
- The inspector observed activities and the quality of teaching, including in the cabin and in the outside play area.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's development records, the self-evaluation form, and key policies and procedures. She checked the qualifications and suitability of staff working with the children.
- The inspector took account of parents' views through discussions.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The manager leads a dedicated and highly committed team of staff. They work well together as a team and communicate effectively to support children's welfare and learning. They have addressed recommendations from previous inspections and identified ongoing areas for improvement. Practice is consistently good. There are systems to continually review the provision and reflect on standards. Regular meetings and training sessions help ensure that staff have the necessary skills to deliver good or better practice. Safeguarding arrangements are effective. The manager and her team have a good awareness of safeguarding. They attend training regularly and know how to keep children safe. Robust policies and procedures underpin the safe practice that is evident throughout the provision.

Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge effectively to help guide and support children as they play. The quality of teaching is good. Staff are well deployed to different activities. They join in children's play and follow their suggestions and ideas as they explore and learn together. Children have a positive attitude to their learning. They effectively make their own choices in play and explore the environments confidently. They seek out their friends and enjoy imaginative play. For example, children access the role-play restaurant. They pretend to cook using real food. They talk to staff and their friends about their creations with excitement. Children enjoy listening to popular stories outside. These stories inspire them to build houses using a variety of materials. Children are active, curious learners. They use their knowledge of mathematical concepts to count, compare sizes and estimate how long pieces of tubes are. They talk about the houses they are building and refer to the story well.

Personal development, behaviour and welfare are good

Children are happy and settled. Staff create a warm and friendly environment where children thrive. The outdoor learning areas are a particular strength of the pre-school. Children have many opportunities to develop their physical skills and learn about the world around them. Children are confident and play cooperatively. Overall, behaviour is good. Children enjoy choosing from a nutritious selection of foods and drinks at the snack bar. They develop an understanding of healthy foods and grow their own fruits and vegetables to eat. Children have fresh air and exercise every day and learn about staying safe. Staff teach children to follow good personal hygiene habits. Children are well prepared for their transition to school.

Outcomes for children are good

Children are acquiring key skills for future learning. They develop confidence in relating to other people and making their needs known. They become increasingly independent in caring for themselves. They are developing good physical, literacy and mathematical skills.

Setting details

Unique reference number	EY360499
Local authority	Leicestershire
Inspection number	849605
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	76
Name of provider	Grasshopper Club Committee
Date of previous inspection	30 June 2010
Telephone number	01332 858216

Grasshopper Club was registered in 2007. The pre-school opens from 9am until 3pm, Monday to Friday term time only. The pre-school receives funding for free early education for two-, three- and four-year-old children. It also supports children who have English as an additional language. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 6. All other staff hold appropriate early years qualifications at level 3.

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