

Elmore Kindergarten - Middlewood

Inspection report for early years provision

Unique reference number	EY289488
Inspection date	21/07/2009
Inspector	Yvonne Victoria Facey
Setting address	The Gatehouse, 601 Middlewood Road, Sheffield, South Yorkshire, S6 1TN
Telephone number	0114 2348 998
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Elmore Kindergarten operates in the Middlewood area of Sheffield and is one of three nurseries run by Elmore nurseries. It opened in 2004 and operates from six play rooms and associated facilities in a converted and purpose built building. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children have access to a fully enclosed outdoor play area.

The nursery receive funding for nursery education and serves children and families from the Sheffield area. The nursery employs eight staff. Five of the staff hold appropriate early years qualifications. The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The staff generally know the children well and there is suitable interaction with them. They have begun using information from observations to plan appropriate activities for children. However, there are gaps in the overall assessment to ensure all areas of learning are covered over time. The links with other early years providers and parents regarding children's learning needs are not yet strong enough. The nursery do evaluate their service although the process used doesn't give a realistic over view of their strengths and areas to improve. As a result not all requirements are being met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the self-evaluation process to identify strengths and areas for development that will improve the quality of provision for all children
- continue to develop the use of outdoor play to further enhance children's learning
- further develop links with parents and other providers

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all staff understand and implement all requirements on administering medicines 24/07/2009
- ensure that information is sought from parents in advance of a child being admitted to the provision about who has legal contact with the child; and who has parental responsibility for the child 10/08/2009

The leadership and management of the early years provision

The setting takes suitable steps to safeguard and promote the welfare of children. Effective systems are in place to ensure that all people who have regular contact with children are suitable to do so. There is a safeguarding children policy and procedure in place that has recently been reviewed and includes the procedure to be followed in the event of an allegation being made against a member of staff. Staff have a satisfactory understanding of how to respond appropriately to any issues or concerns and record existing injuries. However, the recording of existing injuries does not include how the injury happened. The setting have a detailed policy on administering medicines which includes all relevant requirements. However, some staff are not consistently following these procedures when recording details of medication administered to children. As a result children's welfare is compromised. This is a breach of requirements. Staff do record any accidents and first aid treatments administered and inform parents.

Staff share and discuss adequate information with parents such as the activities provided for the children, which are displayed on the notice board, daily routines and photographs of staff are displayed in the entrance. They also obtain most required information from parents in advance of a child being admitted to the provision including emergency contact numbers and the child's special dietary requirements. Although, there is no information about who has legal contact with the child; and who has parental responsibility for the child. This is a breach of requirements.

The premises, both indoors and outdoors is safe and secure and appropriately maintained. A suitable risk assessment is conducted and reviewed regularly to keep hazards to a minimum. There is a clear emergency evacuation procedure of the premises which is practised with the children. Staff take sound measures to prevent intruders entering the premises and children are well supervised. For instance, all main doors have to be opened with a fob key, visitors are greeted at main entrance and their details recorded.

Sound details regarding child's dietary needs are obtained from parents which staff record and are kept in the group rooms. Meals, snacks and drinks are provided which are generally healthy, balanced and nutritious. The appointed cook has an up to date food preparation certificate and staff handling food implement relevant hygiene measures. However, staff do not always observe children's abilities when they are eating food because sometimes food is not cut up small enough particularly for younger children and plates are not used at snack time. Managers have begun to evaluate the service they provide. However, this is not fully effective to ensure their strengths and priorities for continuous improvement are clearly identified.

The quality and standards of the early years provision

Staff have begun to complete observations and assessment of children's learning and using this to plan appropriate activities for children. Suitable information is

gathered from parents regarding their children's starting points and interest and an observations from home sheet has been devised to encourage a two way flow between home and nursery. However, systems used are inconsistently recorded and not yet effectively used to benefit the children's learning. There are suitable opportunities for children to explore their environment with interest and choose their toys. Although, children enjoy outdoor play they can not freely access both indoors and outdoors alongside each other and the experiences outdoors require further improvements to enhance children's learning.

There are appropriate opportunities for children to begin to make sense of the world around them. They enjoy designing and making models with a variety of materials such as large straws, building bricks. They talk about the past and present freely and events relevant to their own lives. For example, they talk about what days their grandma collects them from nursery and that they were a baby a long time ago. They are beginning to learn about their own and other people's cultures and recognise similarities and differences. For instance, younger children are excited to show photos of their family members and name them. Staff offer suitable support for children to build their self esteem and develop appropriate relationships with each other. They are suitably praised for their achievements and are gaining an appropriate understanding of right and wrong. All children are adequately included within the setting and learn through simple discussions with staff to respect each other. Children's communication, language and literacy skills are developing well. Staff encourage these areas through reading stories, singing with children and older children are enthusiastic about their writing skills. For example, most are attempting to write their names and label displays on the wall.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met