

# Redmires Lodge

Inspection report for early years provision

---

**Unique reference number** EY286642  
**Inspection date** 14/10/2010  
**Inspector** Yvonne Facey

**Setting address** 20 Harlech Grove, Sheffield, South Yorkshire, S10 4NP

**Telephone number** 0114 2309148

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Redmires Lodge is situated in the Lodge Moor area of Sheffield. The setting opened in 2004 and is privately owned. It operates from a two storey building and all children share access to a secure enclosed outdoor play area. A maximum of 63 children may attend the nursery at any one time. The nursery is open from 7.30am to 6.30pm Monday to Friday all year round. At present there are 118 children in the early years age range. The group supports children with special educational needs and children with English as an additional language. There are 17 members of staff currently working with the children. All members of staff have relevant qualifications. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has a good understanding of the Early Years Foundation Stage. Overall children thoroughly enjoy their learning and make good progress towards the early learning goals. The setting demonstrates a good understanding of inclusion and continues to improve their knowledge to further enhance children's individual experiences. Policies and procedures generally ensure that children are safe and secure. The setting has established excellent partnerships with parents and have a good understanding of the importance of working with other providers. The leadership and management of the setting is strong and staff share the plans for the future to bring about further improvement to the provision and outcomes for children.

## What steps need to be taken to improve provision further?

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

- ensure prior written permission is obtained from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare). 28/10/2010

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

- develop staff understanding of children's different learning styles.

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

The staff and managers demonstrate a good understanding of their child protection responsibilities and the procedures to follow to safeguard children in the

event of any concerns. For example, there are designated members of staff responsible for safeguarding and the staff have completed relevant child protection training. The setting has generally clear policies, strategies and procedures that support the overall practice of the setting and copies are available to the parents. However, the complaints policy does not ensure that parents are clearly informed of the required procedures. Generally, effective steps are taken to promote children's good health and wellbeing. For example, all accidents are recorded and monitored and parents sign accident records to say they have been informed. However, parents prior written permission is not obtained for each and every medicine given to children before medication is given. This is a breach of requirements. There are effective systems in place to ensure that all staff who have regular contact with children are suitable to do so. All staff hold relevant qualifications and continue to update these to ensure the high quality of childcare. The setting takes very good steps to ensure that children are safe indoors and outside. The premises are well maintained, safe and inviting to children. Detailed risk assessments are conducted regularly for all of the areas that children have access to and also for outings. As a result, positive action is taken to ensure potential hazards are eliminated. The setting provides good quality furniture, equipment and toys, which cater for children's individual needs and their ages and stage of development. The staff ensure that parents are extremely well informed about their children's achievements and progress and encourages them to be involved in their children's learning. For example, parent's evenings and a parent week is offered to ensure all parents have opportunities for detailed discussions with their children's key person. Children's daily experiences are clearly communicated with all parents and staff demonstrate a very good understanding of involving parents in understanding how children learn. They have devised booklets to share with parents about how children learn which include top tips and advice for parents to enhance their children's learning at home. The setting has made good steps to identify their strengths and areas for development by monitoring and analysing the service they offer. For example, parents and staff questionnaires have been gathered and the setting has begun to gain views from children about the service they provide. Such feedback is then used to evaluate and make changes to improve the service. In addition, managers have put systems in place to enhance the quality of children's care and learning. For example, by giving staff daily reminders of good practice and staff room displays on how to be a good role model to children. Assessment, planning and observation systems are carefully monitored and there are good links with other settings providing the Early Years Foundation Stage. However, these links mainly support children receiving funded places. The setting has acknowledged that this is an area for improvement to ensure that information is gathered for all children attending other settings to ensure progression and continuity of learning and care. The setting share detailed transition information with schools that children are going to attend. This includes details of children's progress and comments from parents and children. Children's understanding of differences and similarities are developing well through discussions about their own family lives and those of other cultures. Positive steps are taken to ensure that children with English as an additional language have the opportunity to use their own language in the setting and learn new languages. For instance, children are able to learn French with the support of outside personnel and staff have accessed some training to develop their awareness of supporting children with different languages. Staff have some understanding that children of

different genders have different learning styles. However, managers acknowledge that this is an area for further development to ensure that children are fully supported in line with their individual needs. Overall the setting has made a realistic self-evaluation of their provision to identify their strengths and areas to improve outcomes for children. They demonstrate a strong capacity to improve in the future through a committed staff team. Self-evaluation systems include the views of staff, parents and children, which enables the setting to develop good action plans to continue improving the service they are providing. Good progress has been made since the previous inspection and, as a result, the early years provision has been enhanced to promote better outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from a very good range of activities and experiences that enable them to develop new skills and make good progress in their learning. Children are very happy and settled in the setting and they demonstrate a good sense of belonging and self-esteem. They explore their environment with confidence and are engaged in their chosen activities with staff, in groups or alone. Staff complete effective observations and assessments, which clearly show children's progress in all areas of learning and their next steps. This is consistent throughout the setting. Effective planning provides stimulating and interesting experiences for children and individual children's interest are taken into account and incorporated into the planning of activities. For instance, a child's interest in Vikings and super heroes prompted themes which enhanced their learning and curiosity. Older children's numeracy skills are developing well as they are able to count and recognise numbers. For instance, they count how many legs insects have and write the number down. Good opportunities are provided for children to develop technology skills and they enjoy learning about how things work. For instance, they use computer software with enthusiasm and increasing skill. Younger children clap and laugh as they use push button and musical toys. Children are very good communicators and their interest in books and stories are enhanced through staff's good story telling skills. For example, children spontaneously make their own books and read them to each other and they bring books from home for staff to read to them. They enjoy writing and older children can write their names whilst younger children use mark making materials with confidence. As a result, children are developing very good skills for the future. Creative development is well promoted and children use their imaginations very well in activities, such as, role play and with small world resources and music. Children, including babies, thoroughly enjoy exploring different media and materials, such as, paint and drawing materials. Their personal, emotional and social skills and knowledge and understanding of the world are developing well. They communicate their thoughts and needs with confidence. Outdoor play is planned to enhance children's learning in all areas. As well as encouraging children to be active and getting fresh air, staff plan a range of activities that are integral to children's learning. For instance, children use activities from indoors and bring them outdoors. Staff are continually developing this area to provide free access to outdoors for all children. Children behave extremely well and are learning about the needs and feelings of others and themselves. They are very good at listening to each other, share and take turns.

Children feel safe and secure within the setting and in different environments. They learn about keeping safe through everyday activities and guidance from the staff. For instance, they discuss potential hazards before going on outings and are involved in making the golden rules book. This is kept in the book corner where children look through it and talk about their rules. As a result children gain a good understanding of the hazards within their environment. Older children in particular have an extremely good understanding of healthy habits and how to look after their bodies, through detailed discussions and planned activities. As a result, they learn what foods keep them healthy. Role play particularly enhances children's understanding about healthy habits and they are excited to share what they have learnt with each other and adults. For example, they use puppets to demonstrate the correct way to brush their teeth and discuss with each other that they must brush their teeth for two minutes. Babies and younger children are able to indicate their likes and dislikes at mealtimes with facial expressions and they hold out their hands to be wiped after meals. There are good opportunities for children to make appropriate choices and decisions throughout the setting.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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