

Elmore Kindergarten

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Elmore Kindergarten was registered in 2011. It is one of four privately owned nurseries. The setting operates from a converted two storey building in Frecheville, on the outskirts of Sheffield. The setting receives children and their families from the local community, as well as, from the surrounding areas. There is a self-contained baby suite in the grounds of the nursery and all other children are cared for within the main building. The older children have designated playrooms on the ground floor of the building while the toddlers are cared for on the first floor, which is accessed by a staircase. The nursery is registered to care for a maximum of 80 children aged from birth to eight years, of which no more than 30 may be under two years at any one time. There are currently 32 children on roll, of which six receive funded nursery education. There is a fully enclosed and secure outdoor play area.

The setting operates from Monday to Friday, between the hours of 7.30am and 6pm for 51 weeks of the year. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are five staff who work directly with children full or part time, plus a full-time manager. All staff hold an appropriate early years qualification. The nursery is supported by Early Years Foundation consultants from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is a very friendly and welcoming environment. Comprehensive written policies support the setting's practice, so that children's welfare is fully safeguarded. Children have a positive approach to activities and are confident, independent thinkers and learners. Appropriate links with parents are being established and ensure children's individual welfare needs are continually met. Staff are fully committed to the development of the quality of the provision. This is their first inspection since registration and they have begun to develop a systematic procedure for self-evaluation to drive further improvements forward.

What steps need to be taken to improve provision further?

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

- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning
- develop further the use of self-evaluation to show how you analyse and evaluate the impact of your practice
- build further upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding policies and procedures and rigorous recruitment and vetting procedures ensure that staff are suitable to work with children. Staff have up-to-date knowledge of the possible signs and symptoms of abuse and the appropriate procedures to follow should they have any concerns about a child. The premises are secure and well maintained. Any visitors to the setting have their identity checked before gaining access into the building. All required documentation is in place, including risk assessments that identify possible hazards and the action taken to reduce the risk. Thorough implementation of all required policies and procedures ensures that children's safety and well being are consistently and effectively promoted. Furniture, equipment and resources are of a very high quality and regularly added to. The use of continuous provision is securely linked to children's individual learning needs. For example, staff skilfully support and develop activities which engage children and focus on their individual interests, so that they are curious, inquisitive and make satisfactory progress. The outdoor play, although often exciting, does not always equal that of the provision inside. Children freely access a wide range of resources that promote positive images. Staff provide appropriate opportunities to help children understand the society they live in and to appreciate cultures other than their own. Effective use of activities linked to children's interests, such as, the Queens birthday, the recent Royal wedding, Eid and Shavuot are used to support children's awareness of the diversity of their community. Staff are beginning to identify gaps in learning due to their implementation of a sound assessment system, based on meaningful, regular and detailed observations. Planning is done for each individual room, with enhanced activities linked to children's individual learning needs, focusing on the uniqueness of each child.

The staff are working hard to establish strong relationships with parents from the outset. They ensure that a personal welcome is given to everyone promoting good levels of communication and creating a sense of belonging so that relationships are relaxed and comfortable. Although the partnership with parents is still in its infancy parents have recorded in a thank you card that their child has enjoyed their time at nursery. 'The activities you plan, the room you decorate, the friendships you foster is incredible and it is helping our child to believe that school is fun'. Close working links are established with other professionals, such as, the local authority consultant teacher, to ensure development of the setting enhances outcomes for children. However, this does not yet extend to other providers delivering the Early Years Foundation Stage. Therefore, this does not ensure progression and continuity of learning and care for children attending other settings. The management team are highly motivated and good communicators. They have a clear ambition for the future, and are beginning to put together suitable action plans to ensure targets are achieved successfully. However, although they have begun to collect sound information and identify some improvements for the future they have not graded themselves or begun to analyse what the setting does well or how this impacts on outcomes for children.

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

A safe, stimulating and enabling learning environment supports children's play and exploration appropriately. Children in the nursery are happy, confident and mostly settled. They have good relationships with the adults caring for them and fully understand the routines of the day, which helps them to feel secure. Children's language skills develop well, as the staff constantly talk with them all the time. They love reading stories together and enjoy lots of singing and rhyming games. Dressing-up and role play resources encourage children to use their imagination and plan appropriate 'let's pretend' games. They love to make dinners, cups of tea and wash the pots. Children enjoy a suitable range of creative and exploratory experiences, such as painting, play dough, sand and water play. They create collage pictures using textured paper, pipe cleaners and match sticks or make box models choosing freely recycled items they wish to use. Babies soon become engrossed in exploring treasure baskets. They thoroughly enjoy feeling silky ribbons between their fingers, chewing wooden spoons, sliding their fingers and mouths over metal objects and rattling plastic curtain rings. The children select a jigsaw and staff encourage them to talk about the different shapes. Other children show lots of concentration while threading bobbins using their fine motor skills to hold the bobbin carefully and thread the lace. Children have daily opportunities to 'problem solve' in their free play. They make patterns, match shape and size, and explore volume and weight in the sand and water. Children are beginning to learn how to share and develop relationships with her peers. They take turns to press the buttons on the electronic toys and pass each other spades in the sand. They are becoming independent as they self select some equipment and indicate their own needs as they ask for comforters. All staff have good knowledge and understanding of the Early Years Foundation Stage and they ensure that the early learning goals are delivered appropriately, focusing on each child's interests and spontaneous choices. This results in children making sound progress in their learning, encourages them to become active learner's and enables them to develop satisfactory skills for the future.

The nursery strongly promotes healthy eating. Menus are carefully planned and prepared from fresh nutritious ingredients. Staff encourage children to enjoy the social aspect of snack and meal times and to try new tastes. Fresh air is encouraged and offered daily. Children are taken outside at regular intervals by staff. They love the grassed area where they are able to run and roll down small slopes and hills, running with gusto. However, they are spatially aware as they stop themselves from running into the fence. Young children sleep according to home routines, overtired children are cuddled to sleep by calm and competent staff who judge their needs well. Staff interpret non-verbal communications well and know when children are tired or need a cuddle. Therefore, children are settled and confident because their physical and dietary needs are met appropriately. This helps children to develop a positive sense of well-being. Children contribute to the care and safety of their resources by helping to tidy away and by telling staff if something is broken. Their understanding of safety is further developed by participating in regular fire drills. Staff offer sensitive reminders about rules helping

children to begin to take responsibility for keeping themselves safe. They enjoy a good balance between the freedom to explore and the staff setting safe limits.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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