

Elmore Kindergarten - Middlewood

The Gatehouse, 601 Middlewood Road, Sheffield, South Yorkshire, S6 1TN

Inspection date	17/06/2013
Previous inspection date	21/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are making good progress in their learning, given their starting points because staff have a secure knowledge and understanding of the Early Years Foundation Stage and how children learn.
- Effective use is made of observation and assessment, which staff members skilfully use to plan the next steps in children's learning and development.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Children's needs are met effectively because staff build positive relationships with each other and with parents and professional partners.

It is not yet outstanding because

- Learning experiences in the outside play area for children are not always maximised because opportunities for them to regularly access and move freely between the indoor and outdoor play areas are variable.
- Children's progress in literacy is not always prompted as effectively as possible because the outdoor environment lacks a variety of print or a wide range of writing resources to support their early writing skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of a planned activity in the baby and toddler room.
- The inspector held meetings and observed practice with the manager of the nursery.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tara Street

Full Report

Information about the setting

Elmore Kindergarten - Middlewood was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted and purpose built premises in the Middlewood area of Sheffield, and is managed by Elmore Kindergarten. The nursery serves the local area and is accessible to all children. It operates from six play rooms and there is an enclosed area available for outdoor play.

The nursery employs ten members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, five hold appropriate early years qualifications at level 3, one holds appropriate early years qualifications at level 2 and three are currently working towards an appropriate early years qualification at level 3.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm, and the nursery offers before and after school care as well as holiday provision. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers care to children aged from five to eight years of age. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further opportunities for babies and toddlers to more regularly access the outside play area and for pre-school children to move more freely between the indoor and outdoor play areas
- extend further the provision for literacy by creating an outdoor environment that is rich in print where children can learn about words, for example, by using names, signs and posters and providing word banks and a variety of writing resources.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a broad range of enjoyable and exciting activities for all children, igniting their interest and enthusiasm to learn. They carefully monitor each child's progress across all seven areas of learning, using observation and assessment well to guide and inform

their planning. The key person system is effective, fostering good communication links between parents, carers and other professionals involved in children's care and learning. For example, staff work effectively with children who speak English as an additional language and children with special educational needs and/or disabilities. They provide additional support to ensure all children are fully included. Detailed information about how children learn and progress is shared with each child's parent, helping them to become actively involved in their child's 'learning journey' within the nursery and at home. For instance, parents receive regular progress reports, which detail their children's recent achievements and their next steps in learning which ensures continuity in children's learning. A detailed progress check at age two has been completed for all relevant children. Staff demonstrate a secure understanding of the educational programmes, which ensures that all children receive good levels of support so that they can achieve to their best potential.

The quality of teaching is good because staff effectively engage in children's play and learning, helping them to think critically about what they say and do. For example, when looking at a range of photographs, staff encourage older children to name the different animals they can see. Children eagerly name lions, giraffes, elephants and tigers and make the appropriate animal sound for each one. Staff effectively extend their thinking and communication skills further by using open questions, such as 'How many legs does an octopus have?' and 'Where does a koala bear live?' Consequently, children gain a good understanding of how to communicate their own thoughts and feelings. In addition staff demonstrate effective teaching methods to support children's communication and language by helping them to form letters and sounds through songs, rhymes, stories and everyday conversation. For example, staff extend children's vocabulary well by introducing new words such as 'foal' and 'piglet' when children hold up baby animals in the farm set and ask what they are. Children enjoy cuddling with staff as they read a story together and staff encourage children to talk about the pictures and predict what might happen next. Babies and toddlers eagerly join in with singing time and older children confidently use their fingers to count how many ducks are going swimming and how many are left. Young children use numbers in sequence in their spontaneous play as they count how many coloured pencils they have. Older children recognise that objects are smaller, longer and larger as they line up a range of cars and trucks and build towers from connecting blocks, gaining a good understanding of how to measure by size. This enhances their mathematical development well.

Children are encouraged to express their creativity and imagination in a variety of ways. For example, babies and toddlers delight in exploring a tray of jelly or creating body art. Older children eagerly put their hands in a tray of flour and confidently tell staff they are making 'slugs on toast'. Babies, toddlers and older children enjoy daily opportunities to make dough. They happily help to choose the colouring and take turns adding and mixing the flour, oil and water together. Children are learning pre-writing skills with confidence. Babies and toddlers enjoy using crayons to make marks on a large sheet of paper and have regular opportunities to participate in messy play. Older children eagerly use a variety of creative materials, such as glue, glitter, pencils and textured paper, to create individual artwork. They handle craft tools competently and with good control, such as when cutting with scissors. Additional resources are accessible to them when they wish to make choices and decisions for themselves, promoting their independence well. As a

result, older children are progressing well from making simple marks and patterns to forming recognisable words and letters as they write their own name. This helps them to develop the skills and abilities they need for the next stage of their learning, such as moving on to school. However, there is very little print in the outdoor environment, such as names, signs, posters and word banks, for children to learn to recognise familiar letters and develop further the skills they need for reading. In addition, the range of writing resources available outside to develop children's early writing skills is variable.

All children play happily together, forming strong bonds and friendships. They enjoy the company of adults, showing increasing levels of confidence as they draw their attention to things that interest them and invite them to join in with their play. Children move freely around the designated play areas, managing their physical movements with ease. They show fascination in how things work as they press buttons to activate the lights and sounds on interactive toys and torches. Toddlers and older children are developing good independence skills as staff encourage them to put on their own coats and praise them for waiting patiently to go outside. Babies and young children are developing their physical skills effectively as they pull themselves up to standing and walk around furniture. Older children are learning about the effects of physical exercise on their bodies. They confidently negotiate obstacles when riding on wheeled vehicles, balance on small stilts, kick balls and play cooperatively with the hoops and crates to build structures, showing good physical development. Children are allowed to take risks and persevere as they explore the large wooden ship and dig holes with spades and rakes in the garden area. However, these learning opportunities are not always maximised because although babies and toddlers have twice daily opportunities to play outside these are led by adults rather than children's needs. In addition, opportunities for pre-school children to freely move between the indoor and outdoor play areas are variable.

The contribution of the early years provision to the well-being of children

Staff provide a secure and loving environment in which babies and children feel comfortable, safe and secure. Effective settling-in arrangements are in place and both children and parents are well prepared when children join the nursery, particularly those with special educational needs and/or disabilities. A wealth of good quality information is shared to ensure individual routines and needs are well met, particularly for babies and toddlers. Children are equally well prepared for the transitions they make within the nursery because they know all the staff well and spend time in different rooms before they move into them permanently. Detailed information is shared to ensure there is continuity in their learning and development and welfare. Teachers from the schools children will be moving to are invited to visit the nursery and staff complete a detailed transition document containing the children's achievements. As a result, children are well prepared for their next stage in learning. Staff model positive behaviour towards the children, fostering a culture of respect and consideration towards others. Children are familiar with everyday routines, taking part enthusiastically in tidy-up time after outside play and before lunch. Older children develop good levels of independence as they serve themselves at mealtimes and have a self-service snack.

Children develop a good understanding of the importance of healthy lifestyles and independence in their personal hygiene. For instance, older children learn about their bodies and talk about the importance of healthy eating to make them grow big and strong. They follow good hygiene routines by washing their hands at regular intervals throughout the day. Younger children become increasingly aware of their own toileting needs, receiving prompt support from staff to assist in their next stage of development. For example, nappy changing takes place according to children's individual needs and these times are sensitively and hygienically managed. Meal times are sociable occasions where children in each room sit together in small groups with a member of staff, increasing their personal, social and emotional development. They enjoy nutritious meals consisting of meat, vegetables, potatoes, pasta or rice and fruit, which promote healthy eating. Meals are freshly prepared, taking into account the varied needs and preferences of the babies and children attending. Children get very excited when it is time to play outside where they effectively negotiate the large-scale play apparatus, explore the tent, tunnel and hoops and use ride-on toys. As a result children's physical skills are developing well.

Children respond positively to sensible safety rules, such as walking carefully indoors so as not to trip or hurt themselves or others, developing a good understanding of safe behaviour. They learn about the diverse world through a variety of activities and projects which help them to understand the meaning of different beliefs and traditions. Rooms and resources are bright and welcoming, creating an atmosphere of positive engagement. Children enjoy lots of opportunities to explore and investigate using a wide range of well-maintained toys and equipment. Cosy areas are accessible to them when they wish to rest, sleep and relax. Babies and toddlers go to sleep happily with staff close by to help them settle.

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

The managers work closely together to ensure the nursery runs smoothly and have a good understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They and the staff team demonstrate a clear desire to achieve continued improvement. Staff are eager to develop further the opportunities available and consider what more they can do to extend children's experiences. As a result, they have a clear action plan for future improvement and have already taken positive steps to address identified issues. For example, they have reviewed the presentation of the book and cosy area in the toddler room and changed the organisation of snack time routines in the pre-school room to support children's growing independence skills. Staff take responsibility for planning and monitoring children's progress. Management effectively review these at staff meetings and monitor the delivery of the educational programmes. Feedback from parents is gathered through daily discussions and regular questionnaires. Typical comments include; 'Staff are very reassuring and everyone is so caring and understanding' and 'staff are friendly, welcoming and everyone knows each other'. Managers make good use of this information and respond positively to their ideas.

There is a clear emphasis on professional development at all levels, and training needs are identified through regular appraisals and supervision arrangements. Management use robust recruitment procedures to ensure staffs' suitability to work with children. They make sure staff understand their roles and responsibilities through clear induction procedures and put clear steps in place to support individuals where needed. There is a secure knowledge and understanding within the nursery regarding child protection issues and safeguarding children. Staff and management know what to do if they have concerns about a child in their care. Thorough risk assessments, daily safety checks and careful monitoring and recording of accidents in the nursery ensure that the premises and equipment are maintained in good order. Parents are swiftly informed of any accident involving their child. This enhances children's safe care and enjoyment.

Parents are provided with a good range of information about the nursery, their child and the activities they experience. For example, new parents receive a detailed welcome pack, and staff arrange regular meetings, send out newsletters and share information verbally on a daily basis. In addition, the nursery provides a detailed daily care and activity record of children enjoying their day for parents of babies and toddlers. Parents spoken to during the inspection are very satisfied with the service provided and comment on how happy they are. Partnerships with other professionals and advisory agencies are well established, leading to effective support networks to meet children's individual needs. Good community links with local schools ensure that relevant information about children's overall development is shared between providers of care and education. This ensures that children transfer smoothly to other settings and secures prompt and timely support to address any areas of concern.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY289488
Local authority	Sheffield
Inspection number	820066
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	77
Name of provider	Elmore Kindergarten Partnership
Date of previous inspection	21/07/2009
Telephone number	0114 2348 998

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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