

Elmore Kindergarten

2 Birley Moor Road, SHEFFIELD, South Yorkshire, S12 4WD

Inspection date

09/07/2013

Previous inspection date

08/08/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Robust systems are in place to monitor children's development; this ensures they make good progress towards the early learning goals. Staff skilfully use observations of children's progress and interests to further promote their learning and development.
- Staff work closely with parents when children first attend to establish children's starting points and care routines, supporting children's transitions into the nursery and between rooms very well.
- All children are assigned a key person, which helps children form secure attachments and promotes their well-being very well.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.

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 the outdoor play areas are variable.
- Children's growing independence and self-help skills are not always fully promoted, as opportunities for children to serve their own meals and pour their own drinks are not always available.

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 compulsory part 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 daily routines in the pre-school 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 nursery, 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 was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a converted two-storey building in Frechville, on the outskirts of Sheffield, and is privately owned and managed by Elmore Kindergarten Partnership. The nursery serves the local area and is accessible to all children. 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. There is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, the manager holds a foundation degree in early years and is currently working towards Early Years Professional Status, six hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm, excluding bank holidays and the nursery offers holiday provision for children up to the age of eight years. Children attend for a variety of sessions. There are currently 101 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. 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 children of all ages to more regularly access the outside play area to improve their learning even further
- extend opportunities for children to further develop their growing independence and self-help skills, by encouraging them to serve their own meals and pour their own drinks.

Inspection judgements

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

Children enjoy cuddling into staff as they read stories together both inside and outside in the garden. Staff encourage children to talk about the pictures and repeat new vocabulary and give young children time to respond. For example, children confidently talk about what the animals are doing and point to and name the creatures they are having for their lunch, such as mouse, snake and orangutan. Staff give meaningful praise as they repeat new words, for example, 'antelope, falcon, locusts and Venus fly trap', and the children are keen and eager to learn. This is instrumental in developing the children's communication and language skills and encourages a thirst for learning.

Babies, toddlers and older children have a positive attitude towards learning and participating in activities and experiences both indoors and out. They have great fun in the outdoor area where they have opportunities to climb, slide and crawl. This helps them to effectively practise their physical skills. Older children enjoy digging in the soil and planting and caring for a range of herbs, such as rosemary, bay leaves and lavender. This helps to develop their understanding of growth and changes and gives them opportunities to talk about the things they have observed. They eagerly negotiate obstacles with wheeled vehicles, throw and catch balls and balance on crates and tyres, showing good physical development. However, these learning opportunities are not always maximised, particularly for those children who prefer to learn outdoors. This is because, although, all children have twice daily opportunities to play outside these are led by adults rather than children's needs.

Toddlers and older children enjoy exploring a wide variety of creative materials, such as paint, glitter, textured materials and chinks, to make individual pieces of artwork. They eagerly use jugs of water and paint brushes to paint pictures on the outside wall. Older children eagerly discuss the light and dark sand they create as they pour and mix water into the sand tray. Staff use effective questions to promote children's thinking and learning. For example, they encourage children to talk about the different textures of the sand, such as 'squelchy', and describe what they are doing. Children happily comment that they are making custard with the dry sand and 'sparkly ice cream'. In addition staff effectively encourage children to talk about the different sized containers in the sand and water trays, for example, 'big, medium and small', developing their knowledge of size. Young children use numbers in sequence in their spontaneous play as they happily count how many beads they have before sorting them into colour groups of yellow, green and blue. This enhances their mathematical development. Indoors, children have good opportunities to practise their writing skills, progressing 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.

Babies and toddlers laugh and giggle as they explore a range of cardboard boxes and bottles, moving and shaking them to make a variety of sounds. They enjoy opportunities to explore a range of natural resources and everyday objects to develop their understanding of the world around them. Young children are encouraged to express their creativity and imagination in a variety of ways. For example, they delight in role play games, such as dressing-up and pretending to sweep the floor. Others enthusiastically play with the dough and tell staff that they are making 'pasta and cakes' before holding up their creation and saying, 'I've made a donut'. Babies have regular opportunities to

participate in messy play, such as hand and foot painting, sand and water play.

Staff gather a wide range of information from parents at registration to establish children's starting points and care routines, helping to support children's transitions into the nursery. This helps the child's key person to build an accurate picture of children's development. Children are very settled and happy as staff provide a welcoming and friendly environment that helps them to feel at home and secure. Detailed development files are in place for all children. Observations are clearly linked to relevant areas of learning and development bands. These are assessed and used to effectively plan for next steps in children's learning. Systems to track children's progress are in place and these clearly show how children are making good progress towards the early learning goals. 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. The 'progress check at age two' has been completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on. Parents are also given information about activities they can do at home to ensure continuity in children's learning, such as recipe and song sheets.

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

A well-established key person system is in place which helps children to form secure attachments and promotes their well-being. 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 or who speak English as an additional language. Staff offer a stimulating and interesting learning environment. Resources are easily accessible to all children and are relevant to their age and stage of development. The nursery helps prepare all children for the transition into the setting and good systems are in place for transition to local schools and nurseries. For example, staff work closely with children, parents and other providers to fully support children's transitions, helping them to prepare for the next stage in their learning. Children display good behaviour and staff provide lots of praise and encouragement for sharing and playing cooperatively together. This promotes and supports children's confidence, self-esteem and achievements very well.

Staff give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. For example, all children are involved in regular fire evacuation drills, which develops their awareness of safe procedures to follow in the event of an emergency. Staff also talk to children about safety during daily routines and activities. For example, they talk to toddlers about the dangers of a wet floor when playing in the water tray.

Children get very excited when it is time to play outside. They eagerly run up and down the slope, explore the different ride-on vehicles and climb on the wooden bugs. As a result children's physical skills are developing well. Staff work closely with parents and external agencies to ensure meals are nutritious and meet babies' and older children's individual needs and requirements. However, opportunities for children to be fully independent and

develop their self-help skills are not always fully utilised. For example, staff do not always provide opportunities for children to serve their own food and pour their own drinks at snack and meal times. Children follow good hygiene routines by washing their hands at regular intervals throughout the day. Toddlers and young children become increasingly aware of their own toileting needs, receiving prompt support from staff to assist in their next stage of development.

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

Staff have a good understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear procedures for assessing any risks to children's safety are in place and well understood. Written risk assessments are regularly reviewed and information from accident records is used to further assess risks, and inform staff practice and the layout of furniture in the nursery. Parents are quickly notified of any accidents sustained by children and any first aid given. Detailed accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Children's safety is maintained as they are supervised by staff at all times. The inspection took place following notification of an incident with a child that resulted in them cutting their own hair. The inspection found that the staff were fully aware of their responsibilities and that the requirements in regards to maintaining required ratios, appropriate supervision and staff deployment are met. The manager conducted a detailed review of the incident and routinely reviews risk assessments with the staff to make sure risks are minimised or eliminated.

All staff have completed relevant checks to ensure they are safe to have contact with children. They have a good understanding of the signs and symptoms of abuse and the procedures to follow if they have any concerns about children in their care. A wide range of written policies and procedures are in place. These are successfully implemented and shared with parents. Attendance records for children and staff are in place; these are accurately maintained and demonstrate that staff to child ratios are maintained at all times. A minimum of two members of staff are on site at all times and the majority of staff hold a current paediatric first aid certificate. All of which helps to protect children's welfare.

Staff have a good understanding of the educational programmes. Well-organised systems are in place to monitor children's learning and development. Observations, children's interests and comments from parents and other agencies are assessed effectively. This information is then used to challenge children's progress across all areas of learning. Detailed self-evaluation and action planning to address areas for development is in place. Staff work closely with the local authority advisor and attend relevant training to continually improve the service they provide. They also seek comments from parents and children, helping them to consistently promote learning outcomes for children. Regular appraisal and supervisions for all staff are also in place. These are used well to highlight training and development needs, ensuring continuing professional development for all staff members.

Development files, regular progress reports, daily information sheets and in-depth daily discussions provide parents with a wide range of information regarding children's care and learning needs. Parents comment that, 'my child has thrived since attending the nursery' and 'they have really come out of their shell and are now much more confident'. They also state that 'staff are brilliant, really friendly, accommodating and professional'. 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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY421797
Local authority	Sheffield
Inspection number	924615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	101
Name of provider	Elmore Kindergarten Partnership
Date of previous inspection	08/08/2011
Telephone number	01142 684 866

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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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