

Elmore Kindergarten

26 Marlborough Road, SHEFFIELD, S10 1DB

Inspection date

10/09/2013

Previous inspection date

05/10/2009

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

- Staff provide an environment where babies and children are able to routinely access and choose from a wide range of toys and resources. This enhances their skills through all areas of learning and develops their independence well.
- Staff have a good knowledge and understanding of the Early Years Foundation Stage and they monitor children's development well. This ensures children make good progress towards the early learning goals.
- An established key person system enables babies and children to form good relationships with their peers and adults, forming secure attachments and promoting their well-being and independence.
- Children and parents are very well-supported by the good partnerships that have been formed with local schools and other professionals that work with the children. This ensures effective support is provided for children and makes their transitions through the provision and into school, a smooth process.

It is not yet outstanding because

- Although children's key person do plan for individual children's learning, they do not all routinely and consistently use the observations they have made to clearly identify children's next steps and identify the learning outcomes on the planning.

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 staff practice in each room of the nursery.
A selection of documents, including safeguarding procedures, accident records,
- children's information and their development records and planning of activities were all seen by the inspector.
- Discussions were held with the managers and staff throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

Elmore Kindergarten was registered in 2009. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is located in the Broomhill area of Sheffield and is privately owned. The proprietors have three other settings of the same name in other areas of the city.

The nursery is open from 7:30am to 6pm Monday to Friday, all year round. Provision is on two levels and includes an entrance area and the ground floor area is for two to five year olds. There are three rooms on the first floor rooms provide play and sleep areas for babies from three months to two years. All children have access to an enclosed outdoor area.

The nursery is registered to provide care for a maximum of 62 children from three months to five years of age at any one time. There are currently 58 children on roll, all of whom are in the early years age range. The nursery supports a number of children with English as an additional language and children with special educational needs and/or disabilities. A total of 16 staff work directly with the children. Of these 12 hold a level 3 childcare qualification and the manager holds a foundation degree.

What the setting needs to do to improve further

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

- analyse routinely the observations that are made of children's learning to enable planning to be more consistent and effective in identifying their next steps.

Inspection judgements

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

Children are making good progress overall within the nursery. Staff have a good knowledge and understanding of the Early Years Foundation Stage. Development records for all children are updated regularly and most children's individual next steps are included in the planning of further activities. However, the process of analysing the observations made to clearly identify children's next steps are not routinely undertaken by all staff within the nursery. This means some aspects of their learning can be overlooked. Detailed information is gathered from parents when children start attending which provides staff with a baseline for babies' and children's learning. Staff make their own initial observations and assessments which enable them to identify children's individual learning needs and interests. Progress checks at age two and summaries of children's development in the

three prime areas are completed and shared with parents. Children have many opportunities to freely access a wide range of toys and resources that enhance their skills through all areas of learning. All children readily engage in a good range of creative activities such as painting, sand and water play. They enjoy role play in the home corner and access a variety of dressing-up clothes, enabling them to develop independent skills in dressing and undressing.

Staff interact and engage well with the babies and children throughout the nursery. They plan and provide a good variety of purposeful activities that help the development of children's communication and language skills. For example, babies and toddlers enjoy singing and rhymes and group times for the older children enable them to further develop their attention and listening skills as they sit for stories, listen to what others have to say and take turns in technology activities. The introduction of sign language and visual timetables enables all children, including those with English as an additional language to be involved and follow routines. Babies and younger children have many opportunities to explore and investigate a variety of everyday objects and materials as they enjoy playing with treasure baskets and bottles filled with interesting objects such as coloured water and rice. A wide range of age-appropriate books are easily accessed by children and they have room to sit quietly and comfortably to look at these both individually and together with their peers and adults. There is a good range of books which promote positive images of race, gender and culture. The learning environment has a wide range of displayed printed words. These help children to learn to understand that print carries meaning. Children have contributed to displays with their own writing of some signs and labels within the pre-school room. They have written words and visual timetables that relate to hand washing routines, such as, wash, soap and dry which are displayed for them to see. Children's access to writing implements is good. They freely use pencils, pens and crayons as they draw and colour and they have opportunities to routinely access writing for purpose. For example, staff have been pro-active in ensuring equipment such as appointment books, clip boards and notebooks are freely available to children through a range of activities such as in the construction area and in role play. Children's information technology skills are developing well. They use a range of exploratory resources and equipment such as interactive and computerised toys, cameras, magnets and magnifying glasses. Staff provide opportunities for children to extend their experiences of further technology processes by enabling them to use equipment, such as the printer to print off their own photographs they have taken with the cameras that are available to them. This further develops their awareness and knowledge of how things work.

Information that is gathered from parents when babies and children start attending the setting are used effectively by staff. They work well in partnership with parents to establish information about children's daily routines, their family background and their capabilities. This helps staff to quickly settle babies and children into the setting. Staff and parents exchange information on a daily basis around children's welfare such as sleep times, nappy changes and what food has been eaten. Children's development records and their progress are also regularly shared with parents. Parents are encouraged to add their own observations and information about children's experiences and achievements at home. Staff use this information to link into children's development records to help support, plan and further promote their development in all areas of learning. Key persons

share information with parents about how they can further support their children's learning at home.

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

Throughout the provision babies and children are very happy and well-settled. They are confident as they engage in conversations and welcome visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. For example they clap and cheer with the babies when they are successful in how they place various shapes into the shape sorters and children's artwork is attractively displayed throughout the setting. This gives children a sense of belonging and achievement, raising their self-esteem. Staff are very attentive to the children as they listen to their requests and are fully aware of their individual needs, which supports secure emotional attachments. The provision is well-resourced with age-appropriate toys, games and activities, which children and babies can freely access. This promotes their learning and independence well. Safety within the provision is highly monitored. Children are unable to leave unattended and the secure entrance prevents anyone entering without the knowledge of staff. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff are positive role models for children and this contributes to the development of children's good behaviour.

Children are provided with healthy balanced foods for lunches, teas and snacks which are all cooked on site. Following a child burning themselves on hot food, procedures have recently been reviewed and put in place to ensure food is of the correct temperature when it is served out to the children. The cook uses a food thermometer to check food is cooked to the correct temperature. It is again checked by staff prior to serving the food to the children to ensure the food is not too hot. Snack and mealtimes are sociable occasions with children and staff sitting together. Older children are actively encouraged to serve themselves at mealtimes and babies are encouraged to feed themselves when they are able. Toddlers and older children use appropriate cutlery to eat their meals, further enhancing their independence. Children demonstrate a good awareness and understanding of their own needs and personal hygiene as they follow thorough hygiene procedures with regard to hand washing before eating and after using the toilet. A wide range of equipment, both outdoors and inside, enables children to further develop their physical skills. They manoeuvre wheeled vehicles well around the playground, avoiding obstacles and play interesting ball games such as kicking and manoeuvring balls around cones. Other tools such as scissors, brushes, rollers and cutters used in baking, craft, construction and role play activities enhance children's physical skills.

Babies and toddlers are fully supported in their transitions within the provision. Their key person accompanies them on visits to the room they move on to and share knowledge of their individual development and progress with staff in the next area. They spend time with the babies and toddlers, building up the visits to ensure their transitions are smooth and that attachments between the child, key person and parents are made. Transitions into school for the older children are supported well. Staff have built firm partnerships with

the local school where children move on to and share what they know about the children, making the transition smoother.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, detailed policies and procedures and written risk assessments that cover all aspects of the provision, are robust and fully understood by staff. As a result of an action set by Ofsted, staff are now fully aware of and follow correct procedures with regard to notifying child protection agencies, where there is any significant injury or accident to a child. Information from accident records is collated by the manager and used to further assess risks. Parents are notified of all accidents that occur and a record of these and any first aid administered is well-maintained. This ensures that parents are kept informed at all times and helps to protect children's welfare. Staff have attended safeguarding training and are fully aware of the Local Safeguarding Children Board procedures. They clearly know how and who to report any concerns they may have with regard to children's welfare and have a good understanding of the signs and symptoms of abuse. The detailed safeguarding policy includes a procedure to follow with regard to staff not using their personal mobile phones while on duty and the policy is shared with parents. Thorough vetting and recruitment procedures are in place and ensure staff are suitable to work with children and staff child ratios are maintained at all times. This further assures children's safety and promotes their welfare. Management drive for further improvements to build on the good levels of practice and are pro-active in ensuring previous recommendations are addressed within timescales. The manager spends time in each room observing staff practice and annual appraisals are undertaken. This means that management are able to effectively address areas of staff practice and performance to enable further support in their professional development.

Staff make spontaneous observations and formative assessments of children's individual learning. They use these to identify children's next steps and to plan activities to extend their learning and development. However the implementation of this practice is not always consistent amongst the staff. All staff are included in the provision's self-evaluation process and parents are regularly asked for their opinions and ideas through parental questionnaires. Children's ideas and suggestions are listened to by the staff and acted upon to ensure children feel appreciated. Effective partnerships have been formed with local schools. This helps with the smooth transitions for children when they move on in their education. Partnerships with other agencies and professionals are well-established which helps to provide extended support for children with identified additional needs. The nursery staff ensure that effective resources and programmes are in place to enhance children's development and ensure total inclusion of all children within the nursery. Children and families are well-supported ensuring all families and children's individual needs are well-met.

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	EY389022
Local authority	Sheffield
Inspection number	932794
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	58
Name of provider	Elmore Kindergarten Partnership
Date of previous inspection	05/10/2009
Telephone number	0114 268 4866

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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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