

# Sherwood Childcare Berry Hill

Berry Hill Primary School, Blackscotch Lane, MANSFIELD, Nottinghamshire, NG18 4JW

<b>Inspection date</b>	11/12/2013
Previous inspection date	12/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Practitioners knowledge of safeguarding practices ensure children are safe and secure in the club.
- Established relationships and attachments are warm and secure between practitioners and children. Furthermore, practitioners overall, work sensitively with parents to ensure that children's ongoing and changing needs are met.
- Children are happy, settled and behave well. They are familiar with what is expected of them and confidently explore and enjoy their time playing with the toys and activities.

### It is not yet good because

- The monitoring of practitioners' performance is not securely embedded. As a result, children's good progress is not consistently supported because of the variable teaching skills.
- Children's health is not consistently promoted during snack times because practitioners do not always encourage children to use plates while eating their food.
- The role of the key person works successfully in practice. However, parents are unclear about which practitioners directly support their children.

## 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 spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, safeguarding procedures, suitability checks, practitioners qualifications and records, behaviour management policy, children's records, attendance records, accident records, medication records and sampled written policies.

## Inspector

Judith Rayner

## Full report

### Information about the setting

Sherwood Childcare Berry Hill was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within Berry Hill Primary School, Mansfield in Nottinghamshire and is privately owned. The club serves the children from the school. Children have access to an enclosed outdoor play area.

The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, one at level 2 and one is unqualified. The club opens Monday to Friday term time only. Sessions are from 3.20pm until 6pm. Children attend for a variety of sessions. There are currently 57 children attending and of these, there are six who are in the early years age group.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve practitioners teaching skills by robustly monitoring and supervising their performance so that children are consistently supported to make good progress.

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

- promote further the health of children, by providing plates during snack time while children are eating their food
- strengthen the already suitable key person role by highlighting this more to parents so they know who specifically supports their child.

## Inspection judgements

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

Close links are beginning to be established with the host school, which enables practitioners to plan some play pertinent for individual children, which is overseen by the manager. The manager is a good role model and has a good understanding of child development and successfully implements her teaching skills in her practice. However, the overall teaching skills of the practitioners are variable. This is because they are not as confident and knowledgeable about the seven areas of learning and not as secure in using effective teaching skills. The manager is beginning to flexibly track children's progress

although this is not embedded in to practice. As a result, children's progress is not consistently complemented and supported. Practitioners share with parents what their children have being involved in and how they have enjoyed the session. This keeps parents informed of their child's progress and further ideas to continue to support their child's learning at home.

Practitioners offer appropriate levels of care and attention to children. Some practitioners vary in their quality of teaching skills. For example, children explore with puzzles and show interest. However, practitioners do not always ask open-ended questions to encourage children to find certain pieces of the puzzle so the practitioners end up doing this themselves. This also impacts on children not being offered support to extend the activity or engage in other areas of learning. Children enjoy art activities and confidently make choices in their play, such as which colours of paint to use and what tools to make patterns with. They happily explore with varying textures and are able to freely express themselves in their artwork. Some children, however, are not encouraged to extend their learning because practitioners miss opportunities to talk about the changing colours when mixing paints together. Children enjoy construction and produce varying objects that they have creatively made. They describe what they have made and are proud to show off their end product.

Children are engaged, motivated and interested in their play. They confidently decide to initiate their own imaginative play and start building a den. The manager supports children by asking thought provoking questions and encourages them to work out how best to build a den with the resources around. Children eagerly want to have a go and collect cushions, blankets and chairs. They show good levels of control using their large and small physical skills. The manager supports the children physically but also encourages them to try to fix items together by themselves first. Good language skills are used by children because the manager asks appropriate open-ended questions to help children think and problem solve. Children extend the activity once they have secured a den. They seek out whiteboards and make marks, evidencing some clear shapes and letters which they openly describe and talk about. The manager understands the importance of supporting children throughout the activity, sustaining shared thinking as well as encouraging children to have a go. Children are pleased with their end result and what they have accomplished. This is also appreciated by the older children who remark positively on the outcome of the den.

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

Children are familiar with the routine of the club. They confidently arrive and know to wash their hands before they settle to have their evening snack of pizza, garlic bread and a drink. However, despite the tables being prepared with anti-bacterial spray children's health is not further promoted. This is because they are not always provided with plates to place their food on to prevent food becoming contaminated and promote suitable table manners. Children learn about safety because practitioners gently remind them about sitting on chairs appropriately so they do not fall off and hurt themselves. Children respond well and overall, behave appropriately. Their self-esteem is good and they show appropriate levels of independence as they recognise when they need the toilet and choose which toys and activities they like to play with. The key person system works well

in practice because the manager ensures all children's needs are quickly identified and met. However, there is a lack of clarity for parents in having a secure understanding of who the individual practitioners are, in order to strengthen children's next stages in their learning. Overall, parents are verbally informed about how their child is progressing.

Practitioners help children settle quickly during transitional times by providing toys and activities that the children are interested in. They seek information from parents about their child before their child starts and link with teachers to plan further activities. Younger children particularly enjoy the company of adults. For example, they show confidence in making decisions and informing practitioners about the colour of paint they wish to use during art activities. Older children further enhance their already secure friendships as they play cooperatively during art activities and play games outside. Practitioners create a welcoming environment for children, which is also safe and secure. Toys and resources, which are of suitable design and condition are used well enough to help children enhance their all-round development. Children benefit from time outside in the fresh air while exercising, which helps them learn that this keeps them healthy.

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

Practitioners have a secure understanding of their role and responsibility to safeguard children. They are confident and knowledgeable of what to do should they have any concerns regarding a child in their care. Regular training keeps them up-to-date with current policies and procedures to ensure they are familiar with new procedures to protect children and make referrals. Effective recruitment and induction of practitioners, overseen by the senior management team, ensure that the suitability and general performance of all practitioners working with children is appropriate. For example, all practitioners are suitably vetted and most hold appropriate childcare qualifications. Children are supervised well both indoors and outdoors because practitioners work well together ensuring that adult to child ratios are maintained and by keeping one another updated with who has what children and where. Furthermore, practitioners accurately record children's attendance as well as children's personal details to track and keep up-to-date with any changing needs.

Daily risk assessments are completed by practitioners on all areas where children have access, to minimise hazards to them. The main door is monitored well, ensuring that children are unable to leave the building without an authorised adult and visitors are unable to gain access. The manager also has a clear understanding of informing Ofsted of any changes should this be required. All required records to meet the welfare requirements for the Statutory framework for the Early Years Foundation Stage are in place and are accurately recorded. Records are shared in a confidential way because staff only share information with parents about their own child. A good range of written policies and procedures, which are adhered to by staff, underpin the running of the club.

The new manager has not been at the setting for very long but is a good role model and has been supported well during a suitable induction process. For example, she has spent time working alongside the previous manager before she left to ensure that she is familiar

with the routines and expectations of the setting. As a result, children are continued to be supported during such changes. However, the methods used to monitor other practitioners performance are not securely embedded and some teaching skills are variable. As a result, children's good progress is not consistently supported. Overall, practitioners have a positive attitude and work well together ensuring children are happy and safe. The setting has worked hard to address the previous actions and recommendations from the previous inspection. For example, practitioners have linked more closely with the host school to exchange information about children's individual learning plans. This is starting to help practitioners to complement children's learning by providing some activities that they know children are particularly interested in.

Practitioners understand and value the importance of listening to children to make improvements from which the children benefit. For example, children make suggestions, such as the introduction of various new toys, which practitioners now provide. This enhances children's all-round development and supports their interests. Furthermore, practitioners also talk to parents to gather their views, which in turn, benefit children. Practitioners understand the importance of valuing parents suggestions by asking questions about their ideas and thoughts to make improvements. The overall partnership with parents is benefitting children suitably. This is because practitioners gather useful information from parents before the children start and regularly keep parents updated on how their child has been during the session. Parents spoken to state that, they 'feel happy with the service that is offered and information is exchanged well'.

### 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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY407262
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	899602
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Sherwood Childcare Options Ltd
<b>Date of previous inspection</b>	12/12/2012
<b>Telephone number</b>	07859 666155

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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  
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