

The Nursery

29 Lodge Lane, Sheffield, S26 2BL

Inspection date

Previous inspection date

17/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The quality of teaching is consistently good because practitioners have a secure understanding of how children learn and develop and what they can achieve. Consequently, children are acquiring the necessary skills to be ready for school.
- Effective partnerships with parents and other professionals means there is a strong contribution to meeting the needs of all children.
- Children's personal, social and emotional development is promoted well, as they demonstrate friendly behaviour and are learning to make relationships.
- Children learn to take sensible risks and keep themselves safe, as they play outside and gain confidence in their own ability.
- The manager and practitioners know how to keep children safe because they have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet outstanding because

- Children are not always provided with positive images of all children, including those with diverse physical characteristics, along with disabilities, to support their understanding of difference.

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 the three play rooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, children and practitioners at appropriate times throughout the inspection.
- The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments and the provision's self-evaluation documents.
- The inspector spoke with parents to gain their views on the quality of the provision and took account of written information included in parent questionnaires.

Inspector

Jane Tucker

Full report

Information about the setting

The Nursery was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted detached house in the Aston area of Rotherham. The nursery serves the local area and is accessible to all children. It operates from three play rooms and there is an area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 11 hold an appropriate early years qualification at level 2 or above, including one with an early years degree.

The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- provide positive images of all children, including those with diverse physical characteristics, including disabilities, to support children's learning of difference.

Inspection judgements

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

The quality of teaching is consistently good. This is because practice is based on a secure understanding of how to promote the learning and development of young children and what they can achieve. Practitioners use observations to accurately establish how each child is developing and to determine the next steps in their learning. Activities are planned to meet children's individual learning needs and interests. Therefore, children are making good progress in relation to their starting points. Practitioners have high expectations of children and make good use of planned activities, to encourage children to be active learners. For example, older children enthusiastically take part in circle time activities, where they listen attentively, take turns and use language as a powerful means of sharing their thoughts. This is because practitioners stimulate their interests through open questioning, demonstrating, explaining and providing a narrative for what they are doing. For instance, practitioners promote older children's listening and attention skills as they use puppets, such as 'Lola' the tiger to play 'Lola says'. Practitioners clearly explain the rules and ask open questions about 'What makes a good listener?' to prepare children for the game. Children raise their hands to answer and one child responds by saying 'sitting sensibly'. Children make predictions, maintain concentration and have fun in their play, as they laugh and giggle at the commands of 'Lola' to pull funny faces. Consequently,

children are gaining a good range of skills to support their future learning for example, when they move onto school.

Outside, children use their imagination well as they act out real life and imaginary situations. For example, toddlers demonstrate their understanding of the world, as they tell practitioners that there are 'sharks' under their 'water bridge', which they have created from construction blocks. In addition, children stop to buy their 'tickets' from practitioners, as they ride their 'motor bikes' to the shop. Babies show an interest in songs and try to imitate actions, as practitioners sing well known nursery rhymes to them. They enjoy sharing photograph books of their families, as practitioners name their family members promoting their early understanding of people and communities. However, there are fewer photographs or resources around the nursery which help children to learn that they have similarities and differences that connect them to and distinguish them from others.

The nursery places a strong emphasis on working in partnership with parents. For example, parents contribute to children's initial assessments on entry. In addition, they make valuable contributions about their children's learning and development at home, through written comments in children's home-to-nursery books. Practitioners invite parents to attend 'play and stay' sessions and 'letters and sounds' workshops, to share activities that can be carried out at home. Furthermore, practitioners invite health visitors and parents to attend a review meeting of their children's development through the 'progress check at age two'. This collaborative partnership demonstrates highly effective strategies that engage parents and other professionals in children's learning. Consequently, this shared approach successfully contributes to the good progress children make.

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

A well-established key person system helps children make a smooth transition between home and the nursery. This is because practitioners in each room spend time getting to know children and their families well. They gather good information from parents about their children's care practices and emotional well-being. This, together with pre-starting visits and flexible settling-in sessions help ensure children form secure emotional attachments with a special person. Wall displays enhance the nursery environment and give children a sense of belonging and self-awareness. Play spaces are organised well and resources are of a good quality and stored at age-appropriate heights. This allows children to be independent, play with their friends and use their imagination. Consequently, all children are happy, relaxed and confident in this very friendly and welcoming environment.

Children's behaviour is very good due to the positive support of attentive and engaged practitioners, who spend quality time with children during their play. In addition, photographs of 'kind hands' and 'kind feet' are teaching children to understand right from wrong. Consequently, children's personal, social and emotional development is promoted well, as they are learning to manage their feelings and behaviour. Good hand washing and nappy changing procedures are followed and practitioners ensure that efficient hygiene

practices keep children safe and healthy. Practitioners encourage children and parents to adopt healthy lifestyles and practitioners draw on their knowledge gained from their participation in the 'Healthy foundations' programme. For example, practitioners support parents to understand better oral health for their children, as they display information about the use of dummies, food and drink, bottles and cups and brushing teeth. Mealtimes are sociable occasions and toddlers and older children are learning to be independent in their everyday tasks. For example, at lunchtime toddlers walk to the 'food table' and with support from a practitioner, serve their own food. Toddlers and older children also have access to a continuous snack provision of fresh fruit, milk and water. This allows children to listen to their body messages and decide when they are hungry and thirsty. Accordingly, children are learning aspects of self-care, as they begin to recognise their own personal needs and take independent action to meet them.

All children enjoy access to daily fresh air and practitioners place as much value on the outdoor learning environment as inside. Appropriate clothing, such as waterproof suits and wellington boots allow babies and toddlers to get 'messy', as they 'wade' through puddles, stamping their feet. A variety of hard and soft surfaces with a range of gradients helps to develop large muscle skills and promote children's physical development. Open-ended play materials are used in different ways to promote children's learning. For example, babies and toddlers use 'rakes' to make marks in wet soil and 'lines' in puddles of water. Outside, children also learn to take sensible risks and keep themselves safe, as they use their coordination skills to manoeuvre wheeled toys around their friends. Practitioners provide good support to prepare children for their transition both within the setting and to other settings and school. For example, children who are moving onto school are visited by teachers, who spend time talking to them in the nursery environment. This helps children to know what to expect and prepares them well for their next stage in learning, which is usually starting school.

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

Children are kept safe because the manager and practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The designated officer clearly understands the local safeguarding procedures and her accountability for liaison with Ofsted and local statutory agencies. Practitioners attend relevant training. Consequently, they know how to identify and respond to any possible signs and symptoms of abuse and neglect, at the earliest opportunity to protect children in their care. Safeguarding policies and procedures are implemented consistently and include the procedure to be followed in the event of an allegation being made against a practitioner. Furthermore, they include the use of mobile telephones and cameras in the nursery, to protect children from their misuse. Robust recruitment procedures are in place to ensure that all practitioners have the appropriate skills and knowledge, to fulfil the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed, to help guarantee their suitability to work with children. Risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards, to keep children safe and well.

Effective tracking and monitoring systems help ensure that children have access to a broad range of activities and experiences that cover the seven areas of learning. Practitioners are knowledgeable and have a good understanding of the learning and development requirements. Therefore, children's assessment records display an accurate understanding of their skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention, to help make sure that they reach their expected levels of development. The practice and performance of practitioners is effectively monitored through regular supervisions, peer observations and annual appraisals. As a result, practitioners are constantly improving their already very good quality of teaching and practice to benefit children. Practitioners are motivated to develop their knowledge and understanding of childcare, as they continue to expand their skills through ongoing training.

The manger has developed self-evaluation as a tool to help identify areas of strong practice and priorities for the future development of the nursery. This effectively takes into account the views of children, practitioners and parents whose comments are acknowledged through parent questionnaires and verbal feedback. Furthermore, the drive for improvement is demonstrated by a clear improvement plan that supports children's achievements over time. Partnerships with parents, the local authority and other providers are well-established. This makes a strong contribution to meeting children's needs, as practitioners share mutual support and ideas for best practice, to ensure no child is disadvantaged.

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

Unique reference number	EY466476
Local authority	Rotherham
Inspection number	928524
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	80
Name of provider	Maisie Days Ltd
Date of previous inspection	not applicable
Telephone number	07984339362

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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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