

# Redmires Lodge

20 Harlech Grove, SHEFFIELD, South Yorkshire, S10 4NP

<b>Inspection date</b>	31/01/2014
Previous inspection date	14/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Children consistently display the characteristics of effective learning, such as motivation and engagement because the quality of teaching is constantly to a very high standard. Consequently, children are exceptionally well prepared for their move onto school.
- Exceptional partnerships with parents ensure that children's care and learning is routinely supported at home and in the nursery.
- The highest priority is given to children's well-being and feelings of security from the start. Consequently, parents are secure in the knowledge that their children are extremely safe and well cared for and children form secure emotional attachments to their key person.
- Concerted, well-documented and highly successful self-evaluation processes identify and target every aspect of the environment, care and learning. As a result, high standards are maintained so that children continue to receive quality learning experiences.

## 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 main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.  
The inspector checked evidence of practitioners' suitability, the self-evaluation information, children's observation, assessment and planning records, policies and procedures, risk assessments and training certificates.
- The inspector took account of the views of parents spoken to on the day of the inspection to gain their views on the quality of the nursery.
- The inspector held meetings with the owner and management team and spoke to children and practitioners at appropriate times throughout the inspection.

## Inspector

Jane Tucker

## Full report

### Information about the setting

Redmires Lodge was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two-storey building in the Lodge Moor area of Sheffield. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an area available for outdoor play. The nursery employs 12 members of childcare staff who all hold an appropriate childcare qualification at level 3 or greater, including two staff with early years degrees. In addition, the nursery employs two supernumerary apprentices who are studying for their level 3 childcare qualification. The nursery also has an early years degree student on placement.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 58 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:

- consider promoting children's understanding of the world even further, for example, by discussing the different ways animals survive in the winter months and why changes to plants take place.

## Inspection judgements

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

The quality of teaching is consistently of a very high standard and children are exceptionally well prepared for their next stage in learning, which is usually starting school. This is because practitioners have a secure understanding of what they need to do to effectively support children's learning and creativity. Clear observations and photographic evidence of what children can do along with their interests are recorded. This information enables practitioners to plan accurate learning opportunities, which stimulate children's interest and support them to make rapid progress across the seven areas of learning. Children are well motivated, very eager to join in and consistently demonstrate the characteristics of effective learning. Practitioners place an extremely sharp focus on helping children to acquire communication and language, physical and personal, social and emotional skills. For example, older children show that they can work well as a group, as they answer questions confidently about the 'letter of the week'. They put up their hands and wait for the practitioner to say their name before answering the question, remembering that this is what will be expected of them at school. Children

display high levels of self-esteem, as they assuredly recall words beginning with the letter 'W', such as 'wheel' and 'work'. They count the words they have remembered together and one child is asked to stand at the front of the group to write the number eight, which he confidently does. The practitioner finishes off the activity with praise and encouragement, which is fun, as she tells the children to give themselves a clap, a rub on the tummy and a pat on the head for their efforts. Children demonstrate a secure understanding of linking sounds to letters, as they listen attentively for the practitioner to call out the letter sound to their name before they leave the group.

Toddlers have many opportunities to make marks, as they independently fill buckets with water and add this to the sand. They experiment with colour, as they use brushes to spread paint onto their picture. Practitioners encourage and support inventive ways in which toddlers can add or mix media. For instance, as they add paint to glue and talk about how it looks and feels, promoting their early speaking skills. Toddlers enjoy singing nursery rhymes and they show their ability to listen and follow instructions, as they lay on the floor to be 'sleeping bunnies'. They jump up when directed and hop and stop, showing engagement in their play, as they model pretending to be something else. They 'roar' like lions, put out their arms to be aeroplanes and learn to be self-aware, as they touch their head, shoulders, knees and toes. Older children have opportunities to learn a second language, as they eagerly take part in interactive and fun 'French lessons'. Here children learn to say key words, such as 'hello' and 'goodbye' and take part in singing French songs, such as 'Frere-Jacques'.

Children are involved in an extensive range of activities, which reflect their individual interests and practitioners are flexible in their daily planning to allow for children's spontaneity. For example, a child returning from Denmark where he had learnt about Vikings, helped practitioners to direct a small group of children, as they made Viking armour and weapons. In addition, role-play areas become the train, following a child's interest as he returned from his holiday. Parents are fully involved with their children's learning from the moment they register with the nursery. Information boards, daily care sheets, daily conversations and development files ensure parents know what their children are doing and the rapid progress they make. Parents make valuable contributions about their children's learning and development at home, through written comments in observation books and daily updates. Practitioners invite parents to attend play sessions to share activities that can be carried out at home to encourage children's learning further. Consequently, this collaborative partnership demonstrates highly effective strategies that engage parents in their children's learning and contribute to the rapid progress children make.

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

Children's well-being is given the highest priority throughout the nursery because practitioners are highly skilled and understand the importance of building strong relationships with children and their families. From the onset parents are equipped with detailed information about the nursery so they know what quality to expect for their children. In addition, tours of the nursery, settling-in sessions and parents' own induction sessions help them to recognise that children's safety is central to everything all

practitioners do. Children respond positively to practitioners' instruction and conversation and they turn to their key person for support when needed, demonstrating that they have built secure emotional bonds and attachments. Practitioners are passionate about their interactions with children and know every child very well, which enables them to meet their individual care needs throughout the day.

Each morning children are given a choice of what they would like for their lunch and pudding for that day. This is usually chosen together with their parents who encourage children to learn about healthy food options. All lunchtime meals are nutritious and prepared and delivered to the nursery by an outside catering company. Also, children receive healthy snacks and tea time meals, which are prepared in-house from fresh ingredients. Drinks of water are available at all times and milk is provided as a healthy alternative at snack time. Children in the toddler room are encouraged to communicate their choice of drink by attempting the signs and symbols of 'Makaton' for water and milk, to support their spoken language. Practitioners promote meal times as social occasions where children show they feel relaxed, as they talk with their friends and familiar adults. Practitioners act as good role models and encourage good table manners, positive behaviour and promote children's independence in their everyday tasks extremely well. Children's behaviour is very good throughout the nursery because they understand what is expected of them. This is because practitioners use clear explanations and follow consistent boundaries. For example, when an older child uses a coat hanger inappropriately, practitioners explain clearly the consequences of the child's actions and kindly explain why others may be upset.

Practitioners effectively support children's growing understanding of how to keep themselves safe and healthy. For example, older children show an exceptional awareness of good hygiene procedures, as they talk about 'washing away the germs'. Hygienic nappy changing procedures are followed and practitioners record every nappy change to protect children's well-being. Children who have accidents are given first aid by qualified practitioners and the details are thoroughly recorded and shared with parents. In addition, when parents notify practitioners of a child's illness, practitioners display information with regards to signs, symptoms and treatment to help prevent the spread of infection. During structured adult-led activities children in the toddler room are reminded of how to keep themselves safe, as practitioners talk about how sharp scissors can be. Toddlers demonstrate their learning and how they have listened, as they reiterate to practitioners using scissors, 'careful they sharp'. Older children learn about keeping themselves safe and taking sensible risks, as they create their 'golden rule file'. Here practitioners record children's comments, such as 'we shouldn't throw toys you might hurt someone' or 'you could bump heads'. All children have frequent opportunities to enjoy daily fresh air and take part in a range of activities to promote their physical progress. The shared outdoor space is inviting and versatile to encourage children to structure it according to their needs. For example, children have space to run around and benefit from a range of surfaces to suit all weather conditions, such as tarmac and artificial grass. In addition, there are muddy areas to promote open-ended play, a play house for children to act out their experiences and a digging pit to explore nature. However, there is scope to talk with children about changes to nature and animals during the winter months, to promote their understanding of the world even further. All children benefit from the strong transition procedures in place and key persons skillfully support children's transition both within the

nursery and to other nurseries and school. For example, practitioners display photographs of the schools in the area and children bring in uniforms which they get changed into. This helps children to know what to expect and prepares them emotionally for their next stage in learning, which is usually starting school.

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

The management team and practitioners have an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Practitioners complete relevant training and know how to respond appropriately to any signs of possible abuse and neglect. In addition, the management team has attended higher level safeguarding training so that they can act as designated persons for any issues within the nursery. The management team works closely with local children's services to support children and families who have an association with the nursery. Safeguarding policies and procedures are highly comprehensive and include the procedure to be followed in the event of an allegation being made against a practitioner. Furthermore, they cover the use of mobile phones and cameras in the nursery, to protect children from their misuse. Comprehensive risk assessments cover all aspects of the premises including the outdoor area, to ensure a safe environment for children to play and explore with confidence. Stringent recruitment and vetting procedures ensure that practitioners undergo robust suitability checks. Moreover, all practitioners complete a thorough induction programme, to help ensure that they have an accurate understanding of their roles and responsibilities, to benefit children.

Practitioners at the nursery have a very secure understanding and are highly committed to meeting the learning and development requirements. The management team understands that monitoring the quality of teaching and learning is crucial to responding to every child's needs. Therefore, they rigorously audit the impact that the educational programmes have on children's learning to make sure they are making the best possible progress. As well as supporting practitioners to raise their overall qualification levels, the management team conducts first-rate supervisions and annual appraisals. These together with peer observations provide practitioners with sharply focused evaluations of the impact of their practice, to ensure they are always working to the best of their ability.

A key strength of the nursery is the management team and practitioners' approach to continuously evaluating every aspect of the environment, care and teaching. All practitioners are involved in thinking about how they can improve their rooms and the quality of care and learning for children. They are encouraged to discuss their ideas at room meetings and report back to the management team. Their plans and ideas form an overall action plan for the nursery which is constantly reviewed and added to. This results in highly successful and well-documented self-evaluation processes that identify and target specific areas for improvement, which maintain the already high standards in the childcare provision. The views of parents and children are also included in the self-evaluation process, as there is very effective communication between all parties who are confident to express their ideas and opinions. The partnership with parents is unquestionably a cornerstone of this excellent nursery's ethos. Parents spoken to during the inspection were

unfailingly full of praise in regard to the care and education their children receive. They expressed their feelings of complete trust and reassurance in the practitioners to care for their children and keep them fully informed of their progress and development. Regular newsletters keep parents abreast of events and changes in the nursery and invite their participation as often as possible. Many parents share their interesting careers with the children, providing an added dimension to their understanding of the world around them. Excellent partnerships with the local children's centre and many other professionals mean that all children and their families are supported extremely well. In addition, attendance at regular district meetings ensures already established professional relationships with the various feeder schools remain active. This demonstrates a strong commitment to meeting children's needs, as practitioners share mutual support and ideas for best practice, to maintain high standards and 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

<b>Unique reference number</b>	EY286642
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	951285
<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>	63
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Desmond Paul Breen
<b>Date of previous inspection</b>	14/10/2010
<b>Telephone number</b>	0114 2309148

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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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