

Elmore Kindergarten - Middlewood

The Gatehouse, 601 Middlewood Road, SHEFFIELD, South Yorkshire, S6 1TN

Inspection date	03/02/2014
Previous inspection date	17/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 strong. Staff are skilful practitioners who have good knowledge of the educational programme and of the characteristics of effective learning, which means that children make good progress.
- Close relationships and attachments with staff ensure children are happy and secure and, as a result, they are fully involved and confident at the nursery.
- Partnerships with parents are strong. The effective sharing of information and involvement of parents in their child's learning and care ensures that children's individual needs are quickly identified and met.
- Management and staff successfully minimise potential risks within the nursery and outdoors. Children are continually safeguarded as staff are fully aware of their responsibility to supervise them and protect them from harm.

It is not yet outstanding because

- On occasion the sand and water trays do not always contain sufficient quantities of sand and water to provide a fully worthwhile experience, which means that children's exploration and learning is occasionally less enriched.
- There is scope to enhance the outdoor learning environment further to enrich the good learning that currently takes place.

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 the staff engaged in a range of indoor and outdoor learning activities and play with the children.
- The inspector held discussions with the area manager, staff and children.
The inspector looked at samples of children's assessment records, planning documentation, the nursery policies, staff training and records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Yvonne Layton

Full report

Information about the setting

Elmore Kindergarten - Middlewood 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 converted and purpose-built premises in the Middlewood area of Sheffield in South Yorkshire and is managed by Elmore Kindergarten. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and has Early Years Professional Status. Five staff hold appropriate early years qualifications at level 3, two hold appropriate early years qualifications at level 2 and three are currently working towards an appropriate early years qualification at level 3.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm, and the nursery offers before and after school care as well as holiday provision. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers care to children aged from five to eight years of age. 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:

- strengthen the outdoor area further to make this a highly stimulating learning environment that maximises children's creativity and exploration by, for example, completing the refurbishment of the outdoor activity boxes and make sure that they are integrated into the daily routine
- develop further opportunities to heighten children's imaginative play and exploration skills by, for example, making sure that there is always sufficient sand and water in the trays, therefore enabling children to make the best use of what is available.

Inspection judgements

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

The quality of teaching is strong in this welcoming nursery. Staff are skilful practitioners who have good knowledge of the educational programmes and of the characteristics of effective learning. They plan a wide range of well-balanced activities that take full account

of the different ways in which individual children learn and the stage of learning and development that each child has reached. Activities place a high focus on the prime and specific areas of learning. Staff complete purposeful, formative observations of children's achievements to carefully monitor their progress. Children's next steps reflect their ability and are included in the planning so that children receive challenge and consolidation to help them make continuous progress. Information from children's learning journals is used to complete progress reports for parents. This includes the progress check at age two, which parents then share with other health professionals as required. Staff and parents work in partnership to ensure continuity of learning. Parents are actively encouraged to share what their child knows and can do from the start of their child's placement. For instance, they are encouraged to provide a photographic record of their child's progress prior to starting at the nursery. In addition, this includes the significant people in their child's life. This then continues as an ongoing record throughout the child's time at the nursery. Strong systems for communication ensure staff and parents are kept informed about each child's achievements and progress at home and at nursery. Staff secure good relationships with parents from the start of their child's placement and their views are valued by staff. Children are supported strongly through routines and activities which encourage their independence and developing skills in readiness for school. This includes supporting children who speak English as an additional language or who have special educational needs and/or disabilities. The nursery clearly supports children's learning well and effectively work in partnership with specialised professionals when they are involved.

Children are motivated, enthusiastic and eager to become involved in the activities provided. There is a positive balance of child-initiated play and adult-planned activities. During child-led learning, staff know when to engage with the children and when it is more appropriate to observe what is taking place. When staff engage they extend learning through play-based interactions. For example, staff respond positively to children's interest in dinosaurs and this develops into an extended theme whereby children create a volcano, use small world resources and research about dinosaurs in books. The theme is extended as children eagerly go outside to pretend to be dinosaurs. In addition, parents are involved in topics as they are encouraged to contribute, for example, by providing related books. All children are able to confidently self-select resources and staff provide rich opportunities for them to explore and experiment freely. For example, staff provide a selection of mathematical resources in a specified area. This includes, weighing and measuring activities, sequencing, shape resources and a basket of socks for children to pair. This effectively supports, encourages and expands children's learning about mathematics. In the toddler room, staff model behaviour to encourage young children to learn. For example, staff beat a drum which the children eagerly copy. This is extended as the staff member introduces bells. This means that the children are learning about different sounds and rhythm as well as developing their listening and concentration skills. In addition, they develop their movement and balance as they join in with staff as they devise a crawling, chase game which results in joyful glee from the children.

Throughout the nursery staff are skilled in extending children's communication levels and in effectively helping them to think critically. For example, a younger child selects a red car and staff ask, 'can you find another red car?'. They look at a red truck together and the child spins the wheels. The member of staff turns over the truck so that the child can see the wheels spinning and uses words, such as 'fast' and 'spin'. Older children are

challenged to extend their thinking and communication skills further as staff routinely use open questions and get children to consider as they ask questions, such as 'why does...?' and 'what happens if...?'. Children are effectively learning about the natural world as they plant and grow vegetables, which are then used for snacks and meals. On walks they talk about the different trees they see and consider the seasonal changes in them. In addition, they experiment and watch for results as they grow carrot tops on trays of water. Early writing skills are widely supported and children have many opportunities to practise these. Their awareness and understanding of the wider world is promoted well. They have access to a variety of resources, including a rich range of books which promote positive images of diversity. National and international celebrations are undertaken. Children are actively encouraged to be creative and use their imaginations in a wide range of ways. For example, children are supported to create their own designs on the computer. All children are able to express themselves in art and craft. Natural resources are used effectively throughout, including glitter paint, home-made dough and flour and baby oil mix. Therefore, children are able to explore using all of their senses. However, on occasion, the sand and water trays sometimes do not contain sufficient sand and water to provide the children with a fully worthwhile experience. For example, there is not adequate water to enable them to float the boats they have chosen, which means that children's exploration and learning is occasionally less enriched. All children have good opportunities to experience outdoor play in a creatively considered outdoor area. This includes, wooden climbing equipment, a garden and a natural area. However, there is scope to support children's learning further as, although there are themed outdoor boxes of resources, these have not been reviewed and updated and are not always used routinely. As a result, there are some lost chances to raise children's learning and experience in the outdoor environment to the highest levels.

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

Children's well-being is effectively supported and promoted by the staff. They are content and settle well. Interactions are warm and staff give appropriate cuddles. Staff have clear knowledge and understanding of children's individual needs and respond to them in a calm and positive manner, ensuring they feel safe, secure and happy in their care. For example, staff use a favourite story and small world character to distract children who are new to the nursery or adapting to a new routine. Children develop close bonds with the staff. This is enhanced by an effective key person system, of which parents are well aware. The staff are very mindful of children's emotional well-being and provide good support to them and their families so that children feel comfortable in the nursery and gain a sense of belonging. This supports and promotes smooth transitions as all children, separate from their parents and move into the care of the nursery. Children with special educational needs and/or disabilities, and those who speak English as an additional language are also well supported, with effective strategies used to enable them to take a full and active part in the nursery.

Staff are good role models and use positive techniques for managing children's behaviour. The positive use of consistent strategies and age and stage appropriate explanations, provide children with a clear understanding of acceptable behaviour. Their self-esteem is supported as the staff use lots of praise and encouragement. Children learn good social

skills as they learn to take turns and help each other. Older children readily assist and support younger children. All children are encouraged to help with appropriate jobs, such as tidying away resources after they have used them. Consequently, children are developing good social awareness, behave well and are well prepared emotionally for any transitions and the next stage of their learning. Children use signing in songs and rhymes, therefore they are developing an understanding of different ways to communicate. Staff engage children well in learning about different cultures and people through planned and spontaneous discussion and activities. In addition, all children are learning about the local community as they explore the wood, park and local area. Children learn about a healthy lifestyle as they are provided with well-balanced nutritious meals and snacks. They learn about food through discussion, food tasting and baking activities. Therefore, opportunities to support children's understanding about exploration of food is extended. Children's care is effectively promoted and their well-being is enhanced through effective routines, such as those to meet any specific dietary requirements. Their home routines are followed as far as possible for sleep, and staff maintain accurate records of each nappy change and of the amount of sleep every child has had, to keep parents well informed.

Children are learning about safety and self-care through effective routine activities and discussion. They learn to keep safe as staff constantly remind them of the nursery rules. In addition, staff use spontaneous events to talk about safety. For example, when children drop water on the floor staff support them to consider potential slipping accidents. Children learn about good personal hygiene and self-care through consistent routines. Staff support this learning through clear explanations. For example, staff explain to them why they cannot mix the water and powder paint initially as they may breathe in the powder paint and it will make them cough. Physical play outside is provided for each day and further enhances the children's opportunities to be healthy and active. They learn to take risks safely as they climb and balance on equipment.

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

Staff prioritise safeguarding to a good standard as all staff have completed safeguarding training and have comprehensive knowledge of their duty to protect children and the procedures to follow. All aspects of safeguarding are regularly re-visited through in-house training. The nursery has the full range of policies and procedures needed to organise the nursery effectively and to keep children safe. Staff prioritise the safety of the environment each day by completing thorough safety checks. All required documents are in place and maintained, including suitable accident and medication records. In addition, the management undertake a review of all accidents within the nursery and take appropriate action if needed. The risk assessments, monitoring of visitors to the nursery and good security of the premises ensure that risks to children are effectively minimised. This inspection was brought forward due to a notification and concern raised about inappropriate behaviour of a member of staff. The management of the nursery responded decisively and very swiftly to the allegation. A very detailed and effective investigation ensued resulting in the dismissal of a member of staff. Ofsted is satisfied with the action the provider has taken to ensure staff are suitable and are fully knowledgeable of their role and responsibility for the children's safety and well-being at all times. All staff have

been vetted for their suitability to work with children and there is an effective system in place that ensures staff remain suitable for their role. Accurate records of suitability checks are maintained by the nursery. Robust recruitment and induction further ensures the suitability of adults employed. Staff practices are efficiently monitored through formal appraisals, which are held three times a year, and spontaneous discussions and room observations are completed by the manager. Staff demonstrate they are very confident about sharing any concerns they may have about colleagues with the manager or higher management. Staff training is well embedded and managed, ensuring that all staff have the skills to meet children's needs. Alongside core training, staff meetings and training sessions are regularly held. This includes reinforcing the existing philosophy and policies regarding equal opportunities, respect and positive behaviour management. In addition, training sessions are held to consider what is acceptable and unacceptable in adult/child boisterous play, respecting the individual and what is appropriate use of language. Therefore, children are well protected, their safety is assured, they are respected and individuality is responded to effectively.

The planning of activities and children's progress is tracked effectively, to ensure that they are making good progress in line with their peer group and support is provided to help narrow the gap if necessary. All of this means that children's needs are quickly identified and well met. The strong partnership with parents contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, this ensures they are confident to leave their children in the nursery's care. There is a high level of communication with parents, which ensures continuity of children's care, learning and development. The two-way sharing of written and verbal information, enhances parents' experience and extends children's learning. Parents are kept well informed as copies of the nursery's policies and procedures are readily made available to them and there is information about the Early Years Foundation Stage throughout the nursery. Therefore, parents are clear about how their child is cared for and how their learning is enhanced.

The nursery monitors and evaluates practice through self-evaluation, staff meetings and manager meetings between the different nurseries within the partnership. This provides managers with a good overview of the service being provided and enables identification of clear targets for ongoing development. Parents' views about all aspects of the nursery are sought by questionnaires. Children have an active voice in sharing their ideas and opinions about the nursery are readily sought. This all ensures that parents and children have a real say and effectively, alongside the nursery management and staff, ensure the nursery continues to provide quality learning opportunities and care for children. The nursery has strong links with outside professionals, such as speech and language specialists, to support children with special educational needs and/or disabilities, which enables them to reach their full potential.

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	EY289488
Local authority	Sheffield
Inspection number	950127
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	61
Name of provider	Elmore Kindergarten Partnership
Date of previous inspection	17/06/2013
Telephone number	0114 2348 998

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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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