

Just for Kidz

The Moorlands, 165 High Street, Mosborough, SHEFFIELD, S20 5AG

Inspection date	06/02/2014
Previous inspection date	28/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are acquiring the necessary skills to become ready for school because practitioners provide a good range of adult-led and child-initiated play based activities.
- Effective partnership working with parents means that there is a continuity of learning between the nursery and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as they demonstrate their understanding of making relationships and managing their feelings.
- The management team and practitioners know how to keep children safe because they have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

It is not yet outstanding because

- Occasionally, there are fewer opportunities in the outdoor area for children to learn about words, numerals and shapes to progress their very good learning even further.
- Resources and equipment in the outdoor area are not always used to their full potential or attractively presented. As a result, there are fewer opportunities for children to investigate, explore and develop different interests as they play outdoors.

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 playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the provider, manager, children and practitioners at appropriate times throughout the inspection.
 - The inspector checked evidence of practitioners' 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 nursery.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Just for Kidz was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached house in the Mosborough area of Sheffield. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and level 3 or above.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 54 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:

- enhance the outdoor environment, so it is even richer in print and display numerals and shapes in purposeful contexts, so children's learning is promoted towards excellence
- extend further opportunities for children to explore, investigate and develop interests in the outside area.

Inspection judgements

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

Practitioners demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have a secure knowledge and experience of how children learn through play and provide a good balance of adult-led and child-initiated play based activities. This ensures children gain a good range of skills to support their future learning, for instance, when they move onto school. Practitioners undertake an accurate assessment of children's skills on entry to the nursery by recording observations. This information together with detailed knowledge from parents helps practitioners to make an initial assessment of children's starting points. Regular observations are recorded to establish how each child is developing and to determine their next steps in learning. The completion of systematic assessments, including the progress check at age two years ensures relevant information is collated to track children's progress effectively. Consequently, assessments show that children thrive and make good progress in their learning and development. Teaching is good and practitioners skilfully engage with

children to support and enhance their play further. For example, during child-initiated role play, practitioners ask open questions to encourage toddlers to talk about where they are going on their train journey. This helps their play to continue purposefully for a considerable period, as they tell practitioners that they are going to a local shopping centre. One conversation evolves to another and toddlers begin to talk about people and things that are not present. For instance, one child says that they go swimming with their father and another child recalls going to the shopping centre with their grandmother. This promotes children's speaking skills and understanding of the world, as they use language as a means of sharing their own experiences that they have encountered with their immediate family.

Children's communication and language skills are promoted well throughout the nursery. For example, practitioners engage babies in playful interactions by being physically close, making eye contact and using touch or voice to promote their early conversation. Practitioners use large jigsaw puzzles well to encourage babies to imitate animal sounds, as they fit together pictures of cows, lions, elephants and horses. Babies also enjoy playing naming games, as they find the animal's nose and eyes and then find their own body parts, promoting their self-awareness. Older children express themselves effectively and practitioners encourage conversation with others, as they take part in circle time activities. Here, children name the days of the week and discuss the weather outside. Practitioners introduce puppets, such as 'Rory Rex' to encourage children's listening skills, as they link sounds to letters promoting their early literacy skills. Books are used well in the nursery to promote children's early reading skills and make connections in their learning. For example, toddlers recognise colours and talk about size, as practitioners show them pictures of dinosaurs. Also, older children share their knowledge of the world as they answer questions about fish, birds and bees. For instance, when a practitioner points to a bee in the book and asks 'What are bees looking for?' one child calls out nectar. Practitioners display many signs, words, shapes and numerals in the indoor environment to allow children to focus on print and understand that print carries meaning. However, there are fewer opportunities outdoors for children to see as many rich and varied words.

The nursery places a strong emphasis on working in partnership with parents. The strong induction process for all new children fosters good communication links with parents and involves them in their children's learning and development from the start. Parents share their children's learning at home through regular observations and verbal feedback. In addition, practitioners invite parents to attend 'stay and play' sessions to share activities that can be carried out at home, to encourage children's learning further. Consequently, this shared approach to children's learning and development contributes to the good progress children make and demonstrates a continuity of learning between home and the nursery.

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

The role of the key person is implemented effectively into the nursery ensuring every child's care is tailored to their individual needs. Practitioners work closely with the child and their parents and arrange home visits to support children's emotional well-being.

Consequently, the transition between home and the nursery is well supported and children form secure emotional bonds and trusting relationships with their key person. Children arrive happy and are eager to start their day at the nursery. They confidently kiss and wave goodbye to their parents, showing they feel safe and secure in the care of the practitioners. Wall displays enhance the nursery environment and give children a sense of belonging and self-awareness. Play spaces are organised well and resources are stored at age-appropriate heights. This allows children to make independent choices, play with their friends and use their imagination. 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. Any slight incidents of frustration are dealt with appropriately and children are beginning to learn right from wrong. Older children demonstrate their own knowledge and understanding of making relationships and managing their feelings. For example, one child tells her friend 'When I smile at you, you have to smile back, that's what friends do'. This promotes children's personal, social and emotional development, as they begin to learn about their own behaviour and its consequences.

Good hand washing and nappy changing procedures are followed and practitioners ensure that they teach children efficient hygiene practices that keep them safe and healthy. For example, toddlers put their tissue in the bin after blowing their nose and use a hand sanitiser gel, so 'there are no germs'. Mealtimes are sociable occasions and toddlers and older children are learning to be independent in their everyday tasks. For example, older children serve their own food at lunch time and toddlers pour their own drinks and peel their own fruit at snack time. In addition, practitioners encourage toddlers to communicate their choice of drink by attempting the signs and symbols of 'Makaton' for water and milk, to support their spoken language. Older children show how they are beginning to listen to their body messages, as they tell a practitioner that they are 'full up' and stop eating their dinner. Accordingly, children are learning aspects of their self-care, as they begin to recognise their personal needs and take independent action to meet them. Children's understanding of healthy eating is promoted well, as practitioners talk about healthy food options, which help them to grow 'big and strong'. Children also grow their own fruit and vegetables inside and in a small plot in the outdoor area. This promotes their early understanding of the world and where food comes from. Children learn to take sensible risks and keep themselves safe in the nursery, as they hold onto the banister as they walk downstairs. In addition, they know how to hold scissors sensibly and that they must sit down when using them.

All children enjoy access to daily fresh air and opportunities are provided for children to take part in a range of activities to promote their physical development. For example, children develop their large and small muscle skills, as they use wheeled toys and walk along balancing beams. However, the outdoor environment is not used to its full potential as resources and equipment are not as well considered or attractively presented as indoors. Children's transition between rooms and to other nurseries and school is managed well. For example, practitioners share photographs of teachers from the local schools and provide uniforms, which children 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 a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The designated officers clearly understand the local safeguarding procedures and their accountability for liaison with Ofsted and local statutory agencies. Safeguarding policies and procedures are robust, implemented consistently and shared with practitioners on a regular basis. Strict mobile telephone procedures ensure practitioners and parents know when and where they can use their telephones, to protect children from their misuse. Practitioners attend relevant safeguarding training and know how to identify and report any possible signs of abuse and neglect, at the earliest opportunity to protect children in their care. Children are supervised well during their play and practitioners are deployed effectively, to ensure children's needs are met. The ratio and qualification requirements are maintained throughout the nursery, ensuring children's safety at all times. Thorough recruitment procedures are in place to make sure 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 daily and annually to further promote children's safety. For example, effective steps are taken to ensure children are closely supervised and kept safe during outings and as they walk to and from the host school. A comprehensive range of policies and procedures are reviewed regularly by the manager and shared with parents, ensuring they continue to underpin the efficient and safe organisation of the nursery.

Children's development is monitored to help ensure that they have access to a broad range of experiences and activities that cover the seven areas of learning. The manager tracks children's development using a graph system, which allows her to see the percentage of children throughout the nursery who are making good or better progress. In addition, this system also helps to recognise children with special educational needs and/or disabilities, ensuring appropriate intervention can be sought, to make sure good progress is made towards the early learning goals. The management team has a good overview of the quality of teaching through regular observations and knows what needs to be done to improve this towards excellence, to benefit children. Annual appraisals with biannual reviews and regular supervision meetings secure opportunities for continued professional development. In addition, practitioners have the opportunity to discuss teamwork, private issues and receive coaching for personal effectiveness. The management team understands the importance of a well-qualified work force. Consequently, they support and encourage practitioners to expand their knowledge and understanding of childcare practices, to promote the interests of all children.

The management team and practitioners have developed self-evaluation as a tool to help them identify areas of strong practice and their 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. The drive for improvement is demonstrated by a whole nursery improvement plan, which the manager displays on the parent notice board for all to see. This supports children's

achievement over time. Partnerships with parents are good and parents' comments are positive about the nursery. Regular newsletters are issued to keep parents informed of any changes and special events in the nursery. Good relationships exist with the local host school and information is shared about children's progress through transition documents. The nursery also has good links with other professionals, including the local authority inclusion team and speech and language therapists. Consequently, these strong partnerships contribute 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	EY349492
Local authority	Sheffield
Inspection number	953271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	54
Name of provider	Just for Kidz Ltd
Date of previous inspection	28/09/2009
Telephone number	07812525098

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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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