

Croft Corner Forest School Nursery

Holy Trinity Parish Centre, 61 Dobcroft Road, SHEFFIELD, S7 2LQ

Inspection date

Previous inspection date

18/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Key persons work closely with parents from the start to share information about the child to ensure that their individual needs are fully supported. As a result, children settle quickly into the nursery.
- The nursery staff have a warm and friendly approach that helps children to feel valued. As a result, children are confident and independent individuals.
- The provider is committed to improving the provision for all the children in their care. They manage this effectively through detailed action plans, self-evaluation and professional development that promotes high expectations for themselves and children.

It is not yet good because

- Children's learning needs are not maximised because adult interaction, planning and observation are not used effectively to successfully plan activities that are matched to their needs.
- The register of children's attendance is not maintained well enough to ensure the safe and efficient management of the setting.
- The system to monitor the quality of the educational programmes and how they support children in making good progress in their learning and development are not fully established.

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 undertook a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the nursery.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the nursery policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding staff suitability and qualifications of staff working with children.

Inspector

Susan Wilcockson

Full report

Information about the setting

Croft Corner Forest School Nursery registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Sheffield, and is managed by an individual provider. The nursery serves the local area and is accessible to all children. It operates from Holy Trinity Parish Centre and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, most of them hold appropriate early years qualifications with six at level 3 or above. The manager and deputy manager hold Early Years Professional Status and the nursery employs a qualified Forest School leader who also holds qualified teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are currently 28 children on roll in the early years age range and children attend for a variety of sessions. They also offer out of school provision and holiday care during these times. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- use the information gained from the observation and assessment of children's learning to consistently inform planning and shape learning experiences for each child, matched by their identified next steps, to further their learning
- maintain at all times an accurate record of the names of the children being cared for on the premises and their actual hours of attendance

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

- improve the use of information from assessments to consistently monitor individual and groups of children to ensure all aspects of learning are fully covered and that children are making good progress in their learning and development.

Inspection judgements

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

Staff promote a warm and welcoming atmosphere and, as a result, children enjoy themselves at the nursery demonstrating they are confident and independent individuals. Teaching to support children's learning and development is satisfactory. There are a suitable range of activities and resources to cover the seven areas of learning and, as a result, children are occupied throughout the session. Staff observe children to identify what they can do and periodically assess their stage of development. On the whole, this

information is reasonably useful and reflective. However, children's learning needs are not maximised because adult interaction, planning and observation are not used effectively to successfully plan activities and learning experiences that are matched to their needs. This means that staff do not consistently promote children's next steps when they interact with them, to ensure they make good progress towards the early learning goals.

Throughout the nursery children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. Children initiate their own play as well as taking part in small group activities with an adult. Children demonstrate that they are creative and imaginative thinkers. For example, two children work together to create a house from the soft play shapes, finding a cube to represent a door. One child places her toy rabbit behind the door saying to her friend 'let's pretend we don't know where the rabbit is'. Children play in the water tray, encouraged by staff to count the sea life animals. A young child is supported by a member of staff to count the three whales in the water reinforcing his knowledge of number. Children have access to a range of mark making equipment that supports their emergent writing. For example, children freely access paint and brushes as well as pens and paper. A child engages with a member of staff about the letters in her name and proudly goes on to demonstrate to the inspector her ability to write her own name. The environment supports children's physical development. Young babies are encouraged with their early movements as they explore a range of soft blocks and shapes. Staff support the young children's emerging walking skills, praising the children as they pull themselves up to standing and supporting them with their initial steps. The outdoor environment is developed to encourage exploration and movement. Children ride bikes competently and freely move around the natural environment, developing dens and playing in the mud kitchen. Babies enjoy playing with the bark in the playhouse, scooping it into cups and pans. Older children develop their knowledge of the living world and their community through designated Forest School sessions. Babies develop a sense of self awareness and belonging as they explore the mirrors placed at their height. Overall, children are gaining satisfactory skills to support their future learning.

Partnerships with parents and carers are developing appropriately. Staff gather information from parents, so they have an idea of what children can do when they start. Parents are kept informed about their child's progress through daily verbal or written information that promotes a continuity of learning and care. They are encouraged by key persons to share information about their child's learning at home through 'home to nursery planning' each term and through 'Star' moments. Parent meetings have been developed to enable the key person to share the learning and development information. Children are supported sufficiently for their next stage of learning as staff encourage their independent and self-care skills. The nursery has good links with the schools children will later attend. Teachers visit the nursery and records of children's learning and development are shared to promote the continuity of learning.

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

Children clearly enjoy being at the nursery. Parents comment that their children are very happy and settled. They show confidence in the staff, who demonstrate a very friendly approach helping everyone to feel valued and included. The nursery has in place a key person system that supports children's well-being and independence. Key persons know their children well and there is a supportive settling-in procedure and detailed information gained from parents enable the provision to be tailored to support children's individual needs. Babies have their own room in the nursery, which is tailored to support their care needs as well as their learning and development. They are well-supported in their transition to the main nursery as they spend time engaging in appropriate activities, for example, story time, singing activities and meal times, alongside the older children. These experiences help to prepare them for their next stage of learning. Older children are well-prepared for school as there are good links with the local schools and teachers who come in to meet the children.

The environment is stimulating and engaging to children of all ages. Consideration has been given by staff to ensure that children's social and emotional development needs are met. Children freely select activities of their choosing, can rest in quieter spaces or engage in more active physical play. Children move freely between the indoor and outside environment ensuring they have daily access to fresh air. Staff are good role models and support children to understand appropriate behaviour and respect for others through sharing and turn taking. Children learn about keeping safe in the environment through staff who give clear explanations to them about risks, for example, through using scissors independently.

Care practices support children to understand about their own self-care and well-being. They develop skills to manage their own personal needs and an understanding of the importance of a healthy lifestyle. For example, children participate eagerly in messy play activities supported by staff in their understanding of wearing aprons to protect their clothing. The nursery ensures that children's needs are quickly addressed, for example if their clothes become wet after outdoor or water play. Children wash their hands before meals and gain skills in feeding themselves. For example, young babies have spoons to encourage their developing feeding skills and older children pour their own drinks. Children enjoy a healthy home cooked lunch prepared on the premises by staff who have completed training in food hygiene and safer food better business. Older children dress independently putting on shoes and coats when preparing to go outside which promotes their confidence and self-esteem. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building and remain safe in the event of an emergency.

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

The safeguarding and welfare requirements are supported and all required documentation is in place, however, a weakness in maintaining the daily register was found during the inspection as not all children's attendance had been recorded. This is a breach of the requirements for the Early Years Register and the Childcare Register. The impact was minimised as the newly appointed manager immediately took action to strengthen the

recording of children's attendance and the staff awareness of how many children are present at any one time during the session. The provider has reviewed all policies and procedures with staff being aware of their roles and responsibilities helping children to keep safe. Staff are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. All staff have recently completed safeguarding training ensuring their knowledge is up-to-date. Systems, policies and procedures are in place and these have all been reviewed by the new provider to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Children are adequately supervised both indoors and outside ensuring that the child to staff ratios are consistently met. Full risk assessments are in place for all indoor and outdoor areas and staff also undertake thorough daily checks to ensure that the premises, toys and equipment remain fit for use. Staff have first aid training ensuring that children are kept safe. Accident and medication forms are completed appropriately with accidents monitored to identify any pattern of concern.

Robust recruitment ensures that staff working with children are suitable to do so. The nursery ensures that all staff have a Disclosure and Barring Service check and references are sought. A programme of professional development ensures that staff have appraisals, supervisions and access to training to support their personal development needs. The provider and management have begun to monitor children's observations and the information recorded within the learning folders through staff supervisions. However the nursery has not yet implemented a consistent form of monitoring that ensures that both individual and groups of children are making good progress in their learning and development across all aspects of the educational programmes.

The nursery has recently changed with new ownership and a new manager started in her role the week of the inspection. The new provider and staff have completed a detailed and thorough action plan and evaluated the improvements already made. The provider has started to complete a self-evaluation of the nursery based on the actions and improvements identified reflecting on practice and provision. Parents have been asked to complete questionnaires reflecting their views of the nursery and children's opinions are sought. For example, the provider is developing new menus for the nursery and has taken into account the children's views of the meals provided. Parents are made to feel welcome in the nursery. Parents receive detailed information on nursery practice and the curriculum. Parents spoken to during the inspection stated that they are very happy with the quality of the service on offer. The nursery has close links with local primary schools, which aides a smooth transition for children leaving the nursery to begin their school life. Overall, the nursery shows a strong capacity to improve the service they provide to the community.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the childcare register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the childcare register)

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	EY473009
Local authority	Sheffield
Inspection number	956348
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	28
Name of provider	Mhairi Grace Walker
Date of previous inspection	not applicable
Telephone number	01142356030

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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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