

Killamarsh Village Day Nursery And Pre-School

Sheepcote Road, Killamarsh, SHEFFIELD, South Yorkshire, S21 1DU

Inspection date	03/04/2014
Previous inspection date	12/08/2009

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

- Staff observe children in their play, identify the next steps in their learning and plan effective activities. As a result children are making good progress in their learning and development.
- Staff are very attentive and sensitive to children's needs, and requests helping them to form strong attachments.
- Positive role modelling by staff ensure children are developing independent skills, good manners and are well behaved.
- Staff are secure in their knowledge of child protection and have a good understanding of the Local Safeguarding Children Board procedures.
- Through self-evaluation, management and staff strive to continue to improve quality for all who use the nursery.

It is not yet outstanding because

- The environment does not fully promote free-flow play between the indoor and outdoor areas, in order to provide children with a choice of where they want to play.
- There is scope to extend the already good partnerships with parents, to more easily enable them to contribute towards and support their children's learning at home.

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.

Inspection activities

- The inspector observed babies and children involved in a range of activities throughout the setting.
The inspector spoke with staff, children and parents during the inspection.
- Observations of staff practice and a joint observation with the manager were carried out.
- The inspector looked at a selection of documents, including children's development records, accident records, and the safeguarding policy and procedures.

Inspector

Karen Byfleet

Full report

Information about the setting

Killamarsh Village Day Nursery and Pre-School operates from purpose-built premises, situated in the grounds of St Giles's C of E Primary School in Killamarsh, Derbyshire. It is managed by a board of directors, who form the non-profit company, and is registered with Ofsted on the Early Years Register. The nursery is open each weekday from 8am to 6pm, all year round. There are currently 112 children on roll, all of whom are in early years age group. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities. The nursery employs 20 members of staff who work directly with the children. Of these, 16 hold appropriate early years qualifications at level 3 or above. One staff holds a level 2 and two are working towards this. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enable children to make independent choices of where they want to play, for example, by providing opportunities for free-flow play between the indoor and outdoor environments
- build on the already good partnerships with parents, by developing and implementing effective strategies that will enable them to support and contribute to their children's learning at home.

Inspection judgements

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

Information that is gathered from parents, when the babies and young children start attending, provides staff with a clear baseline for their learning. Staff make their own initial observations and assessments, enabling them to quickly identify children's individual learning needs and interests. Staff have good knowledge and understanding of the Early Years Foundation Stage. They regularly share their experiences and skills with each other, ensuring consistency for all the babies and young children throughout the nursery. Children's progress and development is observed and monitored very well, development records are updated regularly and children's individual next steps fully included in the planning of further activities. As a result, activities are precisely matched to their needs, and they make good progress in their learning and development. This also ensures that children gain a range of skills in readiness for them moving on to school. Progress checks at age two are completed by key persons, using the information gained through the detailed observations made of the young children's learning.

Well planned, purposeful activities and the effective engagement of staff means that children's communication skills, vocabulary and language are developing well. Very young children thoroughly enjoy looking at books and listening to stories with staff, developing their awareness of printed words from an early age. Babies and children have many rich opportunities to use a variety of tools, such as rollers, cutters in play-dough and making marks with their hands in paint activities. This contributes to them developing their early writing skills. If staff identify that children are falling behind in their development, they put effective measures in place to encourage further development. Staff hold discussions with parents and plan activities around children's interests. For example, if children are behind in writing skills and are interested in cars, the staff provide more opportunities for them to develop their mark making skills, such as wheeling the cars through paint to make patterns. Where staff identify they may need further help in supporting children, they are effective in referring to the local authority inclusion team, who provide them additional ideas using the Every Child A Talker monitoring tool. Staff constantly talk to and converse with the babies and children in their activities. They positively engage and encourage them to verbally express their feelings, such as smiling and laughing with delight, when they experience different textures and as they produce their own pictures, made using glue and paper shapes.

All babies and children have daily opportunities for outside play. Both rooms have their own access to the enclosed outdoor play areas. However, staff have not made full use of the opportunities for children to have access to free-flow play, between the indoor areas and the outside. Consequently, children who learn best outdoors, do not always have the opportunity to do so. A good range of suitable climbing and balancing equipment, ball games, imaginative resources and space to run around enables children to develop their physical skills well, as they use the resources with confidence and ease. They use appropriate cutlery to eat their meals, and use scissors, wooden spoons, rollers pots and pans, as they participate in role play, baking and craft activities.

Partnerships with parents are good. Staff and parents exchange daily information about what the children have been doing during their day. Staff produce good quality summary progress reports for parents on a three monthly basis. These are shared by the key persons, clearly showing the good progress children are making in their learning and development. However, there is room to strengthen ways in which information is provided, about how parents can contribute towards and further support their children's learning at home. Parents comment positively on the effective practice of all staff within the nursery, and how they are highly satisfied with how they are kept fully informed of their child's progress and development.

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

Throughout the nursery, babies and children are extremely happy and well settled. They are highly confident as they engage in conversations and welcome visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to children, as they listen to their requests, willingly join in their activities and are fully aware of their individual needs. This fully supports the secure emotional attachments that have been formed between staff and children, throughout the nursery. Children are

polite, well behaved and know what to expect through familiar routines. They are enthusiastic learners, take turns and share equipment. The environment is rich in age-appropriate toys, games and resources, easily accessible to children to promote their learning. Indoor activities are taken outside, enabling children to carry on their play. Facilities for children to engage in the planting and growing of vegetables and flowers means that their knowledge and understanding of nature is well fostered.

Safety within the nursery is highly monitored. Children are unable to leave unattended. The secure entrance prevents people entering without the knowledge of the office staff. Regular emergency evacuation is practiced with the children, ensuring they are familiar with the procedure, which raises their awareness and understanding of how to stay safe. Children's health and well-being is highly promoted. They are provided with very healthy balanced foods snacks. All parents provide babies and children with packed lunches. Meal times are social occasions, as children and staff sit together. Children know and follow good hygiene procedures, developing their awareness and understanding of their own needs and personal hygiene.

Children are extremely well prepared for the next steps in their learning. They are thoroughly supported in transitions within the nursery. All babies have planned visits as they move through to the toddler area. These visits are very well co-ordinated by the key persons in each area. They spend time with the parents and children, ensuring their transitions are smooth and that secure attachments with the child's new key person can be made. Children moving on to school are also very well supported in their transitions.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, robust risk assessments of the premises, resources and accidents which occur are regularly monitored and updated, assuring children's safety. The manager risk assesses accidents on a monthly basis, which enables her to identify common occurrences and to put strategies in place, to prevent the same type of accidents from recurring. Staff are well deployed, ensuring ratios are well met and children are highly supervised at all times.

Staff give top priority to, and are exceptionally secure in their knowledge of, child protection. All staff are aware of the Local Safeguarding Children Board and of the nursery's procedures. The manager is the designated safeguarding officer for the nursery and has a thorough understanding of her role. A robust and secure recruitment procedure is in place, ensuring staff are suitable to work with babies and children. Management are highly involved in the practices of the nursery. They take great interest in the Early Years Foundation Stage, and how staff are implementing it through their regular, focussed monitoring of staff performance and practice. Observations of staff performance, made by management, clearly focus on their ongoing professional development, to ensure they are able to maintain and improve their already effective knowledge and resourceful practice.

The leaders constantly pursue excellence within all areas of the provision. They are

inspirational to staff, as they drive for further improvements and achievements, to maintain their consistent high levels of practice. All staff are included in the self-evaluation process of the nursery. Parents are regularly asked for their opinions and ideas through parental questionnaires, and any concerns or ideas are quickly acted upon, ensuring parents views are valued and appreciated. Partnerships with other professionals are also highly effective. Children and families are very well supported by partnerships with agencies, such as Speech and Language therapists. This ensures that appropriate and purposeful support is obtained and implemented, enabling staff to fully meet children's individual needs.

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	EY383579
Local authority	Derbyshire
Inspection number	959367
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	112
Name of provider	Killamarsh Village Day Nursery & Pre School Committee
Date of previous inspection	12/08/2009
Telephone number	01142488382

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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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