

# West Melton Early Years

Christchurch Hall, Christchurch Road, Rotherham, S63 6NL

## Inspection date

Previous inspection date

06/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Teaching is good because staff provide a wide variety of interesting and stimulating activities, indoors and outside, which promote children's progress in all areas of learning.
- Staff work very well together and there is a strong commitment to continuous improvement through ambitious targets and action plans. These help to strengthen practice and further enhance children's experiences.
- Effective partnerships with parents are an integral part of the provision. This enables children to benefit from a supportive, coordinated approach to their care and learning.
- Children's concentration skills are developing well because staff are enthusiastic and sustain children's interest in a range of activities.

### It is not yet outstanding because

- There is scope to improve the methods used for tracking children's development to show more clearly how quickly they are making progress and identify possible areas in which to further extend their learning.
- Freely accessible real life resources, which are familiar to children, are not always provided to fully extend their rich and imaginative play.

## 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 compulsory part 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 room and in the outdoor area.
- The inspector held discussions with the provider, manager, staff, parents and children.
- The inspector took into account of the views of parents spoken to on the day.  
The inspector looked at children's observation and assessment records, tracking of children's progress, the register of attendance, staff suitability, required documentation and sampled policies and procedures.
- The inspector completed a joint observation with the manager.

## Inspector

Catherine Mather

## Full report

### Information about the setting

West Melton Early Years was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in West Melton area of Rotherham. The nursery serves the local area and is accessible to all children. It operates from one room within Christchurch hall and there is an enclosed area available for outdoor play. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday during term time. Sessions are from 9am until 2.30pm. Children attend for a variety of sessions. There are currently 17 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- review the system for tracking children's progress, so that it is precise in monitoring the speed of development in all areas of learning to ensure that any gaps are quickly identified
- enhance children's learning experiences further by providing them with a variety of familiar resources reflecting everyday life, such as real kitchen items and telephones, to extend their imaginative play.

## Inspection judgements

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

Staff have a good knowledge of child development and fully understand how children learn. There is an appropriate balance of adult-led and child-initiated activities. These are flexible and staff are responsive to children's individual needs. As children arrive, they settle well and are confident to come into the playroom and choose activities. For example, they notice a castle with figures of kings, queens and knights on horseback. The children add other items, including ivy and some artificial grass, saying that 'the princess can climb the tower'. This means that they have the opportunity to recall their memories of fairy tales and use their imagination creatively. In addition, staff interact appropriately and support children's developing communication and language skills. Mathematical learning is supported by staff, who encourage the children to count as they step across milk crates, practising their balancing skills. Children are making good progress in all aspects of their learning and development because staff provide them with challenge appropriate to their age and stage of development. Records show that staff regularly complete observations on the children, which include photographs and next steps to support their further learning. Good emphasis is placed on working in partnership with

parents. Information is gathered from parents about children's needs on entry to the nursery, which helps staff to identify children's developmental starting points. Children are able to enjoy free play as they follow their interests while also experiencing small group structured activities. For example, a story session enables children to use their listening skills as they sit together and discuss the animals. They also sing and sign the actions to their favourite song.

Good emphasis is placed on children's physical, personal, social and emotional development and their communication and language skills. This means that the broad range of knowledge and skills they acquire are preparing them for school. The enthusiastic and committed staff ensure that all areas of learning are promoted, which supports children's progress towards the early learning goals. Using high quality teaching, staff skilfully support, extend and challenge children's learning, which inspires them to be active learners. For example, children play outside where they notice a roll of paper and spray bottles containing diluted paint. Staff talk to the children about the trigger mechanism and the action required to make their picture. As children gather round and help to roll out more paper, their picture grows. Consequently, they maintain focus on their activity, showing high levels of fascination. This means that children think critically as they make decisions and learn how to operate the spray bottle by trial and error.

Parents are actively encouraged to share what they know about their child's development through completion of information at the time of admission. Furthermore, open days and information sessions provide parents with opportunities to add comments to their children's individual learning and development files. Parents are also involved in the progress check for children between the ages of two and three years. This means that they are well informed about their child's development in the three prime areas of learning.

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

Children's emotional well-being is fostered through warm and positive interaction from staff. This means that children settle well within the nursery and form strong attachments with their key person. Staff build strong relationships with children's parents finding out as much as they can about the children and their extended family. This means that staff build warm nurturing relationships with children that ensure they develop confidence and form good attachments. Children are assigned a key person and all staff are very knowledgeable about their key children, ensuring that they are effectively supported during their time in the nursery. Children's growing confidence and self-esteem supports them well in preparation for the next stage in their learning.

Children play together and behave well. They are encouraged to behave in a positive and respectful manner, which helps to keep themselves and their peers safe. Children are praised from the staff for their efforts and achievements and 'achievement stars' are displayed for everyone to see and acknowledge. Staff are effectively deployed, meeting children's needs and being consistent role models. They supervise children at all times, which promotes their safety well. A good variety of resources are stored in ways that children can independently access, for example, on low-level units and in boxes on the

floor. However, in the home corner, there are fewer resources reflecting everyday items, which are familiar to children, such as telephones, kitchen utensils and magazines.

Children learn about healthy lifestyles, as they exercise and take part in physical activities in the fresh air. They have opportunities to visit the local parks, which help to extend their mobility, using a variety of play apparatus. Children have good opportunities to develop their independence and self-care skills. For example, they pour their own drinks and learn to take acceptable risks by using a knife to cut up their food. Children choose when to eat their snacks and are offered healthy choices. They are supervised well by staff when they are eating and drinking. This means that children are supported to develop their social skills and their understanding of healthy lifestyles.

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

The manager and her staff team have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. They are enthusiastic individuals who ensure children's individual needs are consistently well met, which supports them to be active learners. Regular observations are recorded, including photographic evidence, to establish children's progress and to identify the next steps in their learning. Assessment summaries and tracking documents are completed, to ensure that children are making good progress given their starting points and capabilities. Staff provide activities, which effectively support children's learning and ensures that all areas of learning are covered. However, currently children's progress is not precisely tracked to quickly identify the rate of progress they make over time. Therefore, their progress is not supported to the very optimum.

Children are safeguarded well in the setting because the owner, manager and deputy have a good understanding of how to protect children from harm and have attended safeguarding training. The manager understands the importance of robust recruitment procedures. As a result, all staff are stringently vetted and are suitable to work with children. All of the required documentation is maintained for the safe and efficient running of the nursery and all staff are diligent in completing risk assessments, both on and off the premises. In addition, ratios are maintained and visitors are asked to sign in on arrival. All staff and students receive induction training, their practice is monitored and a checklist is used to identify any training needs. Staff receive ongoing training following their induction and they all complete paediatric first-aid training, which supports their understanding of how to deal with minor injuries. The well-qualified and experienced staff team are supported by the skilled manager. She ensures that the professional development needs of individual staff are identified and linked to training plans. The manager and the deputy liaise effectively with each other and know how to draw upon the expertise of external agencies and speech therapists, should this be necessary.

Self-evaluation is effective and involves combined reflection by the staff. The strengths and any areas for potential development of the nursery occur in consultation with parents, whose views are sought and welcomed. As a result, practice is continually improving as the manager and her deputy are motivated, enthusiastic and strive to develop the

provision further. Strong partnerships with parents means that children benefit from a shared approach to their learning and development. Open mornings are arranged, which enable parents to visit the nursery, ask questions and discuss their child's progress with key persons. Parents make favourable remarks about the nursery, emphasising how pleased they are with the progress their children are making.

### **The Childcare Register**

The requirements for the compulsory 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>	EY472989
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	946775
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	17
<b>Name of provider</b>	West Melton Early Years Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07922822499

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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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