

Croft Corner Forest School Nursery

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



Inspection date

18 February 2015

Previous inspection date

18 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leaders have successfully improved the provision for children since their last inspection. Staff support and supervision is effectively improving the consistency of teaching, and systems to assess children's learning and plan for their next steps are embedded.
- Robust induction arrangements ensure key people are well informed about children's routines and abilities on entry to the setting. Consequently, staff know children well and effectively plan activities to meet their needs.
- Partnerships with parents are good. Parents receive a good range of information about their children's care and learning and their views contribute to improvement plans.
- Children are well behaved. They develop good social and independence skills and they learn to manage risks such as by using a wide range of challenging equipment when playing and learning in the woods.

It is not yet outstanding because:

- Staff do not always make the most of spontaneous events and discussions with some of the most able children in particular, to promote a more rapid pace of learning and progress.
- Tracking systems used by leaders to monitor the progress of children are not fully extended to include an overview of particular groups such as, children with specific educational needs and /or disabilities. Additionally, the impact of interventions provided by the setting for particular groups are not analysed as effectively as for individual children.

What the setting needs to do to improve further

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

- strengthen teaching further by increasing the impact of peer observations to extend the challenge for more able children in particular, in order to secure a more rapid pace of progress
- monitor the progress of different groups of children such as those with special educational needs and/or disabilities more closely, by using the current progress tracker to assess the impact of interventions and show if gaps in learning are closing.

Inspection activities

- The inspector observed activities in both rooms of the nursery and in the outdoor garden.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out two joint observations with the manager.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of documentation, including policies and procedures.

Inspector

Gillian Patricia Bishop

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children benefit from a good balance of activities across all areas of learning because staff plan effectively for their needs, interests and next steps. As a result, children, including those who speak English as an additional language, make good progress given their starting points in learning. Toddlers and three-year-olds are confident and equally as independent as their older peers. They self select their own toys and activities and they develop good communication and language skills during exciting story times. Staff nurture children's creative ideas and language when building their Chinese Dragon and when mixing sand, water and leaves as cement for their bricks. However, on occasions, staff do not make the most of their skilful questioning techniques to really challenge some of the more able children. For example, to deepen children's understanding of Chinese New Year and to extend mathematical learning during mealtimes. Parents report that they are involved in planning for children's learning both at the setting and at home and they value the positive relationships with staff.

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

Children form secure emotional attachments with their key person. Children confidently make decisions about their play, the resources they will use and staff actively support them to develop and extend their own ideas. Outdoor activities play a big part of the daily routine ensuring children learn in different ways. Older children develop their self-esteem, problem-solving skills and awareness of safety when pond dipping and building tents during trips to the woods. Staff use their observations to assess children's readiness for their next stage in learning. Consequently, children make the transition to their new rooms and schools with confidence because they are prepared for the challenges ahead. Children discuss how nutritious food helps to keeps them healthy. The building is kept safe and secure and busy arrival times are managed effectively. Staff know how to protect children because they regularly receive first aid and safeguarding training.

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

Systems to evaluate the effectiveness of the provision are developing well. Since the last inspection leaders have improved staff supervision, introduced peer observations and embedded a culture of effective teaching. However, peer observations are not used as spontaneously as they could be, to draw staff's awareness to additional opportunities where teaching could be even stronger. Leaders understand their roles and responsibilities ensuring appropriate staff checks are completed and safeguarding arrangements are robust. Leaders routinely monitor play plans, children's assessment records and their progress to ensure staff plan appropriately for each child's needs. However, these systems have yet to be extended fully, to consider the effectiveness of the learning interventions for particular groups of children such as, those with specific needs and/or disabilities. Therefore, the progress of different groups of children are not analysed enough to inform teaching further and show gaps in learning are consistently closing.

Setting details

Unique reference number	EY473009
Local authority	Sheffield
Inspection number	1006041
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	48
Number of children on roll	67
Name of provider	Mhairi Grace Walker
Date of previous inspection	18 March 2014
Telephone number	01142356030

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 operates from Holy Trinity Parish Centre and there is an enclosed area available for outdoor play. The nursery employs eleven members of childcare staff. Of these, most of them hold appropriate early years qualifications with five at level 3 and three, including the manager with qualified teacher status. The staff team includes 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 67 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. The Nursery implements the forest school ethos within Ecclesall Woods for children aged three and above as part of their weekly teaching strategy.

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