

## Inspection date

26 March 2015

Previous inspection date

16 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is consistently high. Well-qualified staff provide children with a tailored educational programme and plan an excellent range of high-quality learning experiences. Consequently, all children are engaged and motivated to learn, making rapid progress in their learning from their starting points.
- Leadership and management is inspirational. The owner and managers are highly ambitious and communicate their enthusiasm and dedication to achieving excellence and improving outcomes for children to the whole staff team.
- Partnerships with parents are exemplary and staff involve them in their children's learning from the start. Staff regularly share information with parents and seek updates of the learning occurring at home to inform their individualised planning.
- All children, including those who speak English as an additional language, are supported in developing communication and language skills very effectively. Their home language is included in displays around the nursery and staff learn key phrases, which ensures that each child feels valued and settled.
- Highly effective settling-in processes enable parents and children to build exceptionally close relationships with their member of key staff. As a result, children's individual care needs and well-being are met extremely well.
- Children's physical skills are extremely well promoted, both inside and through regular access to outdoor play in the exceptionally well-resourced, outdoor learning environments.

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

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

- enhance and extend the already excellent provision for sensory experiences, particularly for those children with special educational needs.

### **Inspection activities**

- The inspector observed activities in all rooms and the outdoor-play areas.
- The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector talked with staff, children, the manager and the provider at appropriate times throughout the inspection.
- The inspector looked at planning and assessment records, checked evidence of staff suitability and qualifications, policies and procedures and viewed the self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection and from information given in documentation.

### **Inspector**

Rachael Barrett

## Inspection findings

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

Staff plan an outstanding range of activities that provide children with challenge. They constantly teach them new skills that prepare them exceptionally well for their future and for starting school. Children are highly motivated and engaged in their activities. They thrive in the nursery as they make excellent progress in all areas of development. The nursery makes excellent use of the Every child a talker programme to promote children's communication and language skills. Consequently, children are articulate and confident speakers. Staff frequently sing with the younger children to promote their communication and literacy skills. Rigorous systems of assessment are securely linked to the Early Years Foundation Stage and are based on detailed, ongoing observations of children's learning. Consequently, any gaps in children's development are identified promptly and effective action is taken to address and close these gaps.

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

Staff successfully promote children's self-esteem and independence by guiding and supporting them during their play. They work hard to form strong bonds with their key children and their families. This helps children feel respected and secure. Staff guide and support parents and children during times of change, such as when children move from one room to another. Children develop an exceptional understanding of being healthy through ongoing routines and activities. For example, children clean their teeth after mealtimes and learn the importance of looking after their teeth. Children learn about the environment, for example, as they divide waste into recycling boxes. They develop an excellent understanding of how to promote their safety because staff explain this to them and give frequent reminders during play. Children's behaviour is extremely good, as they understand the simple and positive rules of the nursery. Staff are superb role models and are extremely caring.

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

The provider and manager have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff access training, where they continually improve and update their already excellent knowledge and skills. This enhances care and learning for children. Staff demonstrate a secure understanding of the signs and symptoms of possible abuse and have a clear and confident understanding of the procedures they must follow in reporting their concerns. The management team accurately track and monitor children's learning and development. Staff are highly motivated and work well as a team. The management team set clear targets to improve and maintain the quality of their first-rate practice through astute and targeted self-evaluation. For example, the leaders are eager to seek further ways to extend the provision for sensory experiences, particularly for children with special educational needs.

## Setting details

<b>Unique reference number</b>	EY336446
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	862681
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	132
<b>Number of children on roll</b>	871
<b>Name of provider</b>	Kidz@work Ltd
<b>Date of previous inspection</b>	16 February 2010
<b>Telephone number</b>	01142 449600

Kidz@work Ltd was registered in 2006. The nursery and holiday club employ 37 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to 6. In addition one staff member holds Early Years Professional status and another member of staff has Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The holiday club operates during the school holidays.

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