

Todwick Early Years Ltd

School Grounds, Kiveton Lane, Todwick, Sheffield, South Yorkshire, S26 1HJ



Inspection date

30 April 2015

Previous inspection date

20 April 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are not always effectively deployed in the nursery. This means, at times, they do not notice when some of the boys become bored and use disruptive behaviour, which interrupts other children's play.
- Boys are not always provided with activities and resources that provide sufficient challenge to promote their interest and enjoyment.

It has the following strengths

- The provider, manager and staff are committed to ensuring the safety of children in their care. The provider implements safe recruitment procedures to check staff suitability, and staff complete a suitable induction programme.
- Staff have strong links with the teachers from the school on site and in the local area. Children are visited in the nursery by teachers from the school on site. This helps to prepare children emotionally for their move on to school.
- Parents are well informed about their child's progress. They look at their child's learning records and speak to the key person. Staff also share written information with parents about their child's learning and development.

What the setting needs to do to improve further

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

- ensure that staff are deployed effectively, so that they can manage and reinforce expectations of good behaviour, and make sure that children's learning is not impeded because of the behaviour of others.

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

- improve the range of activities and resources, particularly for the boys, so that they can play, explore and engage in activities that capture their interest and provide challenge and enjoyment during child-initiated play.

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

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the main playroom and the outside area.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager and provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed samples of documentation, including evidence of the suitability and qualifications of the staff working with the children, and the provider's self-evaluation form.
- The inspector took account of parents' written views on the quality of the provision.

Inspector

Jane Tucker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Teaching is good during planned and group activities and, at these times, children make good progress in their learning. For example, staff ask good questions to encourage children to describe how the play dough feels and smells. Staff introduce mathematical language, such as 'half' and 'quarter', as children cut their play dough into pieces. Children are well prepared for their move on to school. They sit in the reading area to listen to a story. Children raise their hands to answer questions, knowing that this is what is expected of them at school. Staff promote children's early literacy skills well. Children describe the words on the front of the book as the title. Staff pause at intervals when reading stories, to encourage children to finish off words and sentences. However, during child-led play, the activities and resources do not provide some of the boys with enough challenge. Since staff are not always deployed effectively, they do not always sufficiently monitor children's play as they move between the indoor and outdoor environment. Consequently, staff fail to notice when some of the boys become bored and as their behaviour deteriorates, they disrupt children's building activities outside, walk on toys and argue over resources inside.

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

Staff are kind, caring and good role models. Staff and children have good relationships. Children sit together to talk about the rules of the nursery. They confidently answer questions, explaining that they have to walk in the nursery, so they do not slip. Children sing a goodbye song and wave to their friends who leave the nursery before lunch. Staff promote children's independence skills well. Children put on their own coats and wash their hands before food and after toileting. They sit together at mealtimes, and are beginning to develop a good awareness of healthy food choices. Children select from a range of fresh fruit at snack time, such as apples, pears and bananas. Some children take part in the 'mini-kicks' programme, which introduces them to physical activity through football. Children show how they can follow instructions, placing the ball on the green cone as directed by the coach. They show their enjoyment in this physical activity, describing their experience as 'awesome'.

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

The provider has a suitable understanding of the requirements of the Early Years Foundation Stage. Staff observe children regularly. They use their observations and assessments of children's play to plan for their next steps in learning. The manager monitors children's progress, to ensure any gaps in learning are identified. The provider uses self-evaluation to set some targets for improvement. The manager works alongside staff, supporting her team. Staff have regular supervision meetings with the manager. They are well qualified and experienced, and attend some appropriate training to enhance their childcare knowledge. However, this is not yet ensuring all children receive a consistently high-quality learning experience to promote their good progress.

Setting details

Unique reference number	EY292653
Local authority	Rotherham
Inspection number	861449
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	48
Name of provider	Todwick Early Years Ltd
Date of previous inspection	20 April 2010
Telephone number	01909773494

Todwick Early Years Ltd was registered in 2004. The nursery employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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