

Ecclesall Pre-School

Room 2, Ecclesall Parish Hall, Ringinglow Road, Sheffield, South Yorkshire, S11 7PP



Inspection date

21 May 2015

Previous inspection date

28 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Outstanding	1
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

- The quality of teaching is good. Staff provide a broad range of well-planned activities for children, which support them to make good progress in their learning.
- Children with special educational needs and/or disabilities, and those who speak English as an additional language, are supported effectively by knowledgeable staff, who understand their individual needs.
- Staff have a strong understanding of how to protect children and keep them safe. They are fully aware of their roles, with regards to reporting any child-protection concerns.
- Children have excellent opportunities to learn how to keep themselves and others safe. Additionally, their emerging understanding of healthy lifestyles is also given high priority through quality discussions and activities.
- Partnerships with parents and other professionals are positive and make a good contribution to meeting every child's needs.
- The manager is committed to making ongoing improvements to the pre-school, to benefit the children. She ensures the well-qualified staff team continue to update their skills and knowledge through regular training, to further promote good outcomes for children.

It is not yet outstanding because:

- Staff are not gathering enough information about children's existing skills and capabilities from parents when they first join the pre-school.
- Staff occasionally miss opportunities to further challenge the thinking of the older children.

What the setting needs to do to improve further

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

- gather in-depth information from parents on children's existing skills and developmental capabilities before they start, to enable targeted activities to be provided from the onset of care
- challenge older children to think more deeply, for example, by using a wide and varied range of questions to prompt them.

Inspection activities

- The inspector observed a variety of teaching and learning activities and spoke to children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of staff and committee members' suitability, training and qualifications, and a selection of other documents.
- The inspector looked at planning documentation and children's learning and assessment records.
- The inspector took account of the views of the parents and carers spoken to on the day of inspection.

Inspector

Sadie Corbett

Inspection findings

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

The pre-school is a very inclusive setting, meeting the needs of all children attending. Children have access to a wide range of activities to promote their learning across all areas. Staff are skilled at promoting communication and language skills. They use a variety of methods, such as visual aids, to enable children to understand and extend their communication skills. Staff give additional support to the children who require it. However, older and more-able children are not always challenged fully to think as deeply as possible. This is because staff do not always ask a wide variety of questions to prompt them to do so. Observation and assessment is accurate and this information is shared with parents through regular discussions and meetings. However, information gathered from parents before children start at the setting does not fully identify what children can and can't do, therefore, precisely targeted activities cannot be planned from the onset of their care. Children are engaged and motivated in their play. They get involved in creating models from boxes, play imaginatively while dressing up and solve puzzles on the computer. As a result, children are gaining a good range of skills to support their future learning and their move on to school.

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

Children establish secure and affectionate relationships with the staff, which supports their emotional well-being. Staff use constant praise to encourage children, supporting their self-esteem and building their confidence. Children develop a strong awareness of healthy lifestyles through their discussions and daily routines. For example, they know to wash their hands after wiping their nose to get rid of any germs. Discussions at group time, include how to keep our bones strong and what happens to our heart after exercise. Physical activities allow children the opportunities to hop, jump, and balance. Children's awareness of keeping themselves and others safe is promoted excellently by staff. For example, children go outside and check the environment for any potential risks. They look to see if there is any litter or broken toys and mark this down on their own checklist. Children are becoming highly independent as they undertake manageable tasks, such as, choosing their own snack, pouring their own drink, and putting on their own coats. As a result, children are gaining many skills to become independent and confident learners.

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

The manager and her team demonstrate a secure knowledge of the learning and development requirements and how to keep children safe. Systems for the performance management of staff are embedded to ensure a highly effective level of practice. There is a strong capacity for continuous improvement. The manager and her team successfully evaluate their strengths and identify where they could improve. Partnerships with schools and other agencies have been built to ensure they work together and share information to promote children's learning. Parents describe the nursery as fantastic, and state they are extremely happy with all aspects of the service.

Setting details

Unique reference number	300789
Local authority	Sheffield
Inspection number	867266
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	51
Name of provider	Ecclesall Pre-School Committee
Date of previous inspection	28 February 2011
Telephone number	07941 739 534

Ecclesall Pre-school was registered in 1992. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, and three at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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