

St Leonards Day Nursery

St Leonards Church, Langley Crescent, Sheffield, S5 7NZ



Inspection date

19 January 2016

Previous inspection date

3 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and staff work as a strong team to monitor and evaluate the provision. Staff are well supported in their ongoing professional development and share their knowledge with the team. This means there is continuous improvement in children's learning experiences and in the nursery as a whole.
- Children make good progress as a result of well-planned and interesting opportunities. Consequently, children are challenged and stimulated in their learning.
- The quality of teaching is good. Staff assess children's progress regularly, in order to identify any gaps in their learning. They plan each child's next steps, using their observations and information from parents. As a result, children are well prepared for the next stages in their learning.
- Children settle very well at the nursery. They thrive in the welcoming environment and form close bonds with staff. Children's needs are met because staff get to know the families well and are very supportive. Children's behaviour is good.
- Disabled children and those with special educational needs are well supported. Staff obtain detailed information from parents before children start and work closely with other professionals. This enables them to secure early support where necessary.

It is not yet outstanding because:

- Staff do not always provide enough opportunities for older children to recognise familiar words or to practise their early writing.
- Staff do not plan enough rich experiences for children to explore the natural world and their senses.

What the setting needs to do to improve further

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

- provide more opportunities for older children to practise their early writing skills and to recognise familiar words and signs
- enrich learning opportunities for children's exploration of the natural world and their sensory experiences.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed the suitability, qualifications and recent training of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Thorough recruitment procedures ensure that staff are suitable to work with children. Staff are vigilant in their supervision of children and take steps to minimise potential dangers. The manager and her team have worked hard to drive improvement since the last inspection. The previous action and recommendations have been successfully addressed, which have had a positive impact on the outcomes for children. The nursery action plan is appropriately challenging and demonstrates a clear motivation to improve the quality of the provision. Managers carry out regular observations of staff, in order to assess and target improvements in practice. They monitor individual children's progress closely. This helps to ensure the quality of teaching and children's learning is good.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play. They plan for children's individual interests and needs. They encourage parents to contribute to children's progress records by maintaining a regular dialogue about children's interests and achievements at home. Young children enjoy using shaped cutters and rolling pins to press, squeeze and shape dough into monsters. They excitedly make roaring sounds as they show each other their creations. Older children thoroughly enjoy playing in the water tray. They choose from a wide range of pipes, jugs, tubes and containers to explore what happens as they pour water from one to the other. Staff use skilful questioning to encourage children to think about which containers will hold the most and least water. Children develop their language and communication skills well. Staff encourage children to ask for the toys they want and to communicate their needs. Children develop their understanding of numbers as they eagerly count how many animals they have and match and sort them into pairs.

Personal development, behaviour and welfare are good

Children clearly show that they feel confident and have a good sense of well-being in the nursery. They arrive happily, quickly settling to play at their chosen activities. Children are confident to approach the staff to ask for assistance and for reassurance when required. Children enjoy the staff's positive involvement in their play. Staff are good role models. They provide a consistent approach, talking calmly and respectfully to the children, reminding them about the expectations for behaviour. Children are frequently praised so that they gain confidence and self-worth. Healthy eating is promoted well. Children serve themselves at snack and meal times and learn about the food that is good for them. Children enjoy being physically active in the Church Hall. They eagerly climb, slide and balance on equipment and ride bikes with confidence.

Outcomes for children are good

All children make good progress from their starting points. The manager works closely with staff to monitor and close any gaps in children's development. Children are happy, confident and keen to learn, which helps them to be ready for the next stage in their learning, including school.

Setting details

Unique reference number	300739
Local authority	Sheffield
Inspection number	1028222
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	58
Name of provider	Susan Moore
Date of previous inspection	3 December 2012
Telephone number	0114 242 2466

St Leonards Day Nursery was registered in 1995. The nursery employs 10 members of childcare staff. Of these, six hold an appropriate early years qualification at level 3 and four at level 2. The nursery opens Monday to Friday, during term time only. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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