

# The Sheffield Children's Centre

101 Shoreham Street, SHEFFIELD, S1 4SR



## Inspection date

1 March 2016

## Previous inspection date

16 March 2012

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

- Children are interested and motivated to play and learn. They make friends easily, play cooperatively together and show kindness and consideration to each other. Staff's prompt and accurate assessments ensure that all children make good progress from their starting points.
- Staff work effectively with a wide range of other professionals to provide excellent support for disabled children and those with special educational needs, and children who speak English as an additional language.
- The promotion of equality is at the heart of everything the nursery does. Staff have attended an extensive range of training and are very skilled in ensuring all children are fully included and know that their unique backgrounds are valued.
- Managers and staff are passionate and committed to providing high-quality care and learning. Regular reviews which take into account the views of staff, parents and children, help make sure that the nursery is continually evolving.

### It is not yet outstanding because:

- Although babies and toddlers are happy and settled, the routines of the setting are not always consistently well implemented.
- While children enjoy a wide range of learning opportunities indoors, staff do not always plan enough rich and varied experiences for children who prefer to learn outdoors.
- Although staff benefit from frequent discussions about their performance, the programme for continuous professional development is not yet sharply focused on enhancing the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- review the routines of the baby and toddler room, so that all opportunities to promote children's learning and development are maximised
- enhance the range of learning opportunities available to children who prefer to learn outdoors to help them make more rapid progress
- strengthen the evaluation of staff teaching, so that specific areas of improvement for individuals can be identified and supported through targeted professional development.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, 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. All staff have a comprehensive understanding of their responsibilities to protect children from harm and know what to do if they have a concern about a child. Managers and staff track the progress of each individual child and the different groups of children. Any delays in children's development are quickly identified and interventions put in place to help them catch up. Additional funding is used effectively to support children to make good progress. Parents speak highly of the staff and the service they provide. They report that their children's social development and communication and language skills have improved since attending the nursery.

### Quality of teaching, learning and assessment is good

Staff know all of the children well and particularly know the needs of their key children. They make precise assessments of their learning and use these to plan activities that engage and motivate them. Staff are especially effective at developing children's self-confidence. Babies and toddlers are fascinated as they explore and experiment with glue sticks and coloured paper. Staff encourage them to use their hands and fingers to move the materials in different ways. This meets children's strong exploratory impulses and builds their understanding of the world. Staff promote children's language and communication skills well. Children listen carefully to stories and join in enthusiastically when asked the name of the different animals or fruits. They eagerly name the octopus, whale, turtle, salami and watermelon. Older children particularly enjoy making a fruit salad for their friends. They carefully examine the texture and shape of kiwis, strawberries and grapes, and comment on how slippery and juicy the fruit is when they cut it open. Staff provide lots of praise and encouragement for their efforts.

### Personal development, behaviour and welfare are good

Children learn about keeping themselves healthy and well. Staff teach them about the importance of eating a balanced diet and talk to them about their likes and dislikes. Nutritious meals and snacks are provided by the kitchen staff. Children enjoy taking part in experiences where they plant vegetables in the allotment and visit the local city farm. Babies and older children benefit from daily opportunities to play outside. They have access to low-level climbing equipment and space to move around to challenge their physical skills. Staff find out about children's care needs, backgrounds and home lives. They sensitively ensure that babies and children benefit from individually targeted care routines during the day. Children's similarities and differences are highly celebrated and valued. They learn to recognise, respect and value differences in language, culture and religion.

### Outcomes for children are good

All children, including those who receive funded education, make good progress. Children develop confidence and motivation to learn. They are inquisitive, eager to explore and quickly become keen learners. Children are well prepared for the next stage of their learning and, ultimately, moving on to school.

## Setting details

<b>Unique reference number</b>	300808
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	854986
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Sheffield Children's Centre Limited
<b>Date of previous inspection</b>	16 March 2012
<b>Telephone number</b>	0114 279 8236

The Sheffield Children's Centre was registered in 1994. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 6 and three have Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and children who speak English as an additional language.

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