

# Marsh Lane Under 5's

Marsh Lane Community Association, Community Centre, Main Road, Marsh Lane,  
SHEFFIELD, S21 5RH



## Inspection date

Previous inspection date

27 June 2016

18 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Staff are well qualified and have a good understanding of how children learn. They know their key children well and plan enjoyable and engaging activities. Children are motivated and active learners. All children, including those who receive funded early education, make good progress from their starting points.
- Partnerships with parents are good. Staff provide parents with information about their child's learning through daily, termly and yearly reviews. Furthermore, parents are encouraged to be fully involved in their child's continued learning at home. They comment positively about the care and education their children receive.
- Staff are good role models and use a wide range of strategies to promote positive behaviour. They choose a child to be a helper of the day and children show great pride as they carry out simple tasks. Children are kind to one another, and many are forming good friendships ahead of their move to school. Consequently, children's behaviour is very good.
- The nursery has developed strong links with other providers, agencies and the local school. This includes regular exchanging of information between all parties to help to ensure consistency in children's care and learning.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities for children to develop their skills in using information and communication technology.
- Although the manager and staff reflect on the service provided, the views of parents and children are not routinely gathered. This means their ideas are not always considered when identifying areas for improvement.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to extend their skills in using information and communication technology
- explore further opportunities for parents and children to share their views and ideas when evaluating the service offered to drive improvements forward.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Ruth Moore

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership is strong and the manager's commitment to continuous improvement is evident. All staff have worked hard to address weaknesses identified at the last inspection. Parent progress sheets have been introduced to regularly gather information from parents about what children are doing and learning at home. Improvements to planning ensure that children are provided with purposeful, challenging activities that are linked to their developmental needs and interests. Regular supervision meetings, opportunities to observe others' practice and a focused training programme have helped further strengthen the quality of teaching. Much time and thought has gone into ensuring the adjacent outdoor area is a stimulating environment that reflects the interests of the children. The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to protect children from harm.

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

Staff observe, assess and plan effectively for the next stage of learning in children's development. Children show high levels of curiosity, imagination and concentration in the exciting learning environment. Staff place a strong focus on supporting children's language and communication development. Children get very excited as they discuss their superheroes and the difference between horses and unicorns. Children's progress is tracked to identify any gaps in their achievements and to provide swift and targeted interventions.

### Personal development, behaviour and welfare are good

Children are happy, settled and enter the nursery confidently, benefiting from staff being enthusiastic and welcoming on arrival. Staff focus on the social and emotional development of children throughout their time at the nursery. Children develop strong emotional attachments with the nursery staff who demonstrate real warmth and patience with them. Staff promote healthy lifestyles. A variety of well-balanced snacks is provided, with drinks available for children to access. Children enjoy playing outdoors and benefit from being in the fresh air where they enjoy a wide range of opportunities to develop their physical skills. Children have the opportunity to learn about the local community and the wider world. They understand about managing risks, keeping themselves safe and manage their self-care needs successfully.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age. Staff use early years pupil premium funding to support children effectively and to meet their needs well. Children develop self-confidence, independence and good social skills. They use their developing negotiation abilities to ensure that their needs are known and met well. Children are developing early literacy and mathematical skills. They enjoy counting the toy bears they are playing with and writing lists when playing shops. Staff effectively support children to develop the abilities they need for the next steps in their learning and prepare them well for their eventual move to school.

## Setting details

<b>Unique reference number</b>	206814
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1029087
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Marsh Lane Under 5's Committee
<b>Registered person unique reference number</b>	RP522178
<b>Date of previous inspection</b>	18 September 2015
<b>Telephone number</b>	01246 434234

Marsh Lane Under 5's was registered in 1992. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm on Monday and Wednesday, and from 9.15am until 12.15pm Tuesday, Thursday and Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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