

# The Little School House Nursery

The Little School House, Cobnar Road, Sheffield, S8 8QB



<b>Inspection date</b>	16 February 2017
Previous inspection date	5 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Well-qualified staff support children who speak English as an additional language and those who have special educational needs and/or disabilities particularly well. Staff work effectively with other professionals to support children's specialist care and learning needs.
- Children's behaviour is good. Staff act as positive role models and help children to understand clear expectations and boundaries. Children are encouraged to share and take turns. They are learning to be respectful and to consider the needs of others.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's needs and achievements. Staff encourage parents to extend children's learning at home.
- Staff arrange the indoor environment, so children are able to make choices in their play. They provide a stimulating range of resources to help children explore, create and use their imaginations.

### It is not yet outstanding because:

- Information from observations is, sometimes, not used as effectively as possible to ensure teaching focuses on raising achievement to the highest possible level.
- The systems that management uses to monitor staff's performance do not actively raise the quality of teaching to an outstanding level.
- The manager has not yet fully established arrangements for monitoring and measuring the impact that teaching is having on the progress of different groups of children.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children's achievements, so teaching focuses more precisely on supporting them to make outstanding progress
- improve the monitoring of staff's practice to raise the quality of teaching to a higher level
- develop arrangements for monitoring the progress of different groups of children and checking that teaching helps all groups receive the support they need to achieve at the highest possible level.

### Inspection activities

- The inspector viewed the premises and the toys and equipment provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the provider and the manager. She spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled documentation, including suitability checks for staff, children's assessment records and the self-evaluation.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a thorough understanding of their responsibilities to protect children from harm. They consider children's safety at all times. The manager uses supervision meetings to identify staff's training needs. Staff access training opportunities that help them deliver good quality learning experiences for children. Managers and staff have effective assessment procedures in place and track children's progress. The manager is beginning to implement tracking on the progress of different groups of children, in order to further target teaching and close any gaps in learning more rapidly. She follows robust recruitment procedures. The manager ensures that new staff are thoroughly inducted. Children who have special educational needs and/or disabilities are provided with good support. Staff have established links with local schools children move on to. They gain information from schools about the school environment. This information is shared with children, helping to prepare them for their move to school. Parents express positive views about the nursery and the progress their children make. The manager and staff effectively involve parents and children in evaluating the provision to drive continuous improvement.

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

Staff complete regular assessments of children's achievements, so they can plan for their future learning. Teaching is good and staff have a good understanding of how children learn. All children benefit from a learning environment that is bright, welcoming and thoughtfully presented. Younger children explore their playroom with confidence. They thoroughly enjoy creative and sensory activities, such as painting and playing in sand and cornflour. Staff support children's communication and language skills particularly well. They skilfully reinforce babies' emerging speech through repetition and praise. Staff introduce new words to older children as they play and engage them in meaningful conversations throughout the day.

### Personal development, behaviour and welfare are good

Children quickly build secure relationships with their key person and other adults. They are supported well in developing a healthy lifestyle. Children follow good hygiene routines. They have regular access to fresh air, outdoor play and exercise, along with healthy and nutritious snacks and meals. Staff teach children ways to keep themselves safe as they walk to attractions in their community. Children visit the local park, helping them further build and refine their physical skills and confidence as they use more challenging equipment.

### Outcomes for children are good

Children are well prepared for their move to school. They enjoy listening to stories and learn to recognise and write their name. Some older children use mathematical language in their play to count, recognise numbers and to describe position and size as they build with the blocks. They play well with their friends as they develop good social skills. Children begin to focus their attention for longer periods of time and develop their thinking skills.

## Setting details

<b>Unique reference number</b>	300884
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1063891
<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>	62
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Early Years Care Ltd
<b>Registered person unique reference number</b>	RP911148
<b>Date of previous inspection</b>	5 August 2013
<b>Telephone number</b>	0114 2359993

The Little School House Nursery was registered in 1999. The nursery opens Monday to Friday, all year round, including bank holidays. Sessions are from 7.30am to 6.30pm. They provide funded early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, 11 at level 3 and one at level 2. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

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