

Inspection date	27 February 2017
Previous inspection date	2 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not fully addressed all of the weaknesses raised at the last inspection. This means that although some areas of practice have improved, the quality of the provision is not yet good.
- The arrangements for performance management are not fully embedded. Staff's practice is not yet successfully monitored to identify all areas where improvements can be made. The quality of teaching does not yet support all children to make the best possible progress and raise outcomes.
- The manager's arrangements for regularly monitoring children's progress are not fully effective. Observations and assessments do not always provide a clear and precise overview of each child's development. Staff do not have enough information to precisely target planning and promote children's individual learning.
- An effective two-way exchange of information has not yet been established with parents. Not all parents know who their child's key person is. Staff do not always share enough information about children's progress to enable parents to extend learning at home.

It has the following strengths

- Staff praise children's efforts, which supports their positive behaviour and self-esteem.
- Children are learning how to lead a healthy lifestyle. They have opportunities for daily physical exercise and enjoy fresh fruit at snack time.
- Children follow appropriate hygiene routines and wash their hands before food and after toileting. They are developing their self-care skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ sharpen the focus on improving staff's teaching practice to ensure children consistently benefit from high-quality learning experiences that promote their good progress	01/12/2017
■ ensure observations and assessments of children's progress are evaluated appropriately and used by staff to plan purposeful activities that target children's next steps in learning and fully support their good progress	01/12/2017
■ ensure parents are informed of the name of their child's key person and share information regularly to enable parents to support their children's learning at home.	01/12/2017

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

- sharpen the process for self-evaluation to effectively identify all areas for development and use the findings to swiftly improve practice and learning opportunities for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management requires improvement

Supervision meetings and observations of staff's practice have been implemented since the last inspection. However, these arrangements do not yet effectively identify all weaknesses and support staff to raise the quality of their teaching swiftly. Nevertheless, the manager and provider do aspire to improve and have welcomed support from the local authority. Staff have completed some online training to improve their knowledge. Future professional development is planned to help improve outcomes for all children. Newly appointed staff are qualified and experienced. The manager has started to review and track children's progress. However, observation and assessment are not always informative and planning is not fully targeted so that they make good progress. Partnerships with parents do not yet fully support a joint approach to children's learning to help them make the best possible progress. Safeguarding is effective. Staff are aware of possible signs and symptoms of abuse and know how to report any concerns. Appropriate recruitment procedures are in place and staff's ongoing suitability is checked regularly.

Quality of teaching, learning and assessment requires improvement

Children do not benefit fully from experiences that support their individual learning needs. Although staff are now making regular observations of children, these occasionally lack detail and are not evaluated appropriately. As a result, planning is not always sharply focused with clear learning intentions that support children's next steps in learning. Staff do interact positively with children and promote different aspects of their play. Children enjoy sitting with staff to listen to stories they know. Staff pause when reading and give children time to think and find the missing words from the sentence in the book. They provide opportunities for children to count. Children show how they can link their own experiences with the events from the story. They talk about how they have football boots at home and confidently stand up to demonstrate how they can kick a ball.

Personal development, behaviour and welfare require improvement

All children are assigned a key person and a buddy system is now in place. However, due to recent changes in staff, some parents do not know who their child's key person is. Nevertheless, staff are helping families to engage with more specialist support for children who have gaps in language development. Children appear to have built emotional attachments with staff and are happy and settled in their care. They enjoy their play and clap their hands at their achievements, showing satisfaction in meeting their goals. Children have access to a suitable range of resources, which helps to encourage their self-chosen activity.

Outcomes for children require improvement

Children do not make good enough progress in their learning and development due to weaknesses in assessment and the activities planned. Nevertheless, they do acquire some skills they will need for their future education. Children have opportunities to be independent and express their own ideas through their creative play. They show an interest in musical instruments and enjoy banging, tapping and shaking them to make sounds.

Setting details

Unique reference number	EY484870
Local authority	Sheffield
Inspection number	1073130
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 15
Total number of places	8
Number of children on roll	21
Name of registered person	UK Kidz Solutions Ltd
Registered person unique reference number	RP908110
Date of previous inspection	2 September 2016
Telephone number	0114 327 1450

UK Kidz was registered in 2015. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The nursery also operates an out-of-school provision.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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