

Aughton Early Years Centre Daycare

Aughton Early Years Centre, Main Street, Aughton, Sheffield, S26 3XH



Inspection date

12 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Leaders monitoring of staff's practice does not focus precisely enough on how they can raise the quality of teaching to a consistently good level.
- Staff do not use observation and assessment effectively to identify what children know and can already do. They do not consistently identify children's individual next steps or preferences for learning.
- Leaders do not always plan activities precisely enough to meet children's individual learning needs and some gaps in learning have occurred. Not all children make the best possible progress.
- Self-evaluation is not accurate and is not used effectively to precisely identify all areas for future development that benefit children's learning.

It has the following strengths

- Partnerships with parents are good. Parents speak positively about staff. They are happy with how their children have settled quickly in their care. Leaders run workshops on the use of dummies and supporting toileting, which helps to support continuity of care between the centre and home.
- Mealtimes are social occasions. Children sit and talk together with staff. Staff provide children with healthy meals and their dietary needs are fully considered. Children learn the importance of self-care routines, including washing their hands before eating.
- Children go out into their local community. They visit shops and begin to learn about people who help them.

What the setting needs to do to improve further

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

	Due Date
■ evaluate more precisely how staff can develop their teaching skills to raise the quality of teaching to an even higher level for all children	12/01/2018
■ ensure assessments provide an accurate overview of children's skills and abilities and use the information to identify children's next steps and how they prefer to learn	12/01/2018
■ ensure activities are tailored precisely to children's individual needs so that they are challenged and supported to make the best possible progress.	12/01/2018

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

- use self-evaluation to help identify weaknesses in the nursery more precisely to help raise outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 day-care leader.
- The inspector held a meeting with the day-care leader, acting deputy head and acting head of the centre. She looked at relevant documentation and evidence of the suitability of staff.
- 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

The provider's systems for evaluating the service, including how staff deliver the curriculum are not effective. They do not identify all weaknesses in practice. Leaders meet with staff to discuss their practice and support them to access training to improve their knowledge. However, these arrangements do not precisely focus on developing teaching skills further to raise outcomes for children. Leaders do not ensure that staff use information from assessment well enough to consistently support children's individual learning needs and their good progress. The arrangements for safeguarding are effective. The designated safeguarding lead attends child protection training and disseminates this information in regular staff meetings. Staff have good knowledge of the possible signs and symptoms of abuse, current legislation and the wider issues surrounding child protection. Leaders follow secure recruitment procedures to help ensure the suitability of all staff.

Quality of teaching, learning and assessment requires improvement

Observations of children's play vary and they do not always provide enough information about what children know and can do. In addition, they do not link consistently to children's assessment information. Staff are not routinely identifying children's individual learning styles and their next steps in development. Planning does not consistently focus on children's individual learning needs but rather the resources that staff will provide in each area of the provision. As a result, activities do not always provide sufficient challenge to extend children's learning. Nevertheless, the learning environment is bright and welcoming and at times, staff do show positive interactions with children. For example, they encourage toddlers to share and take turns with their friends as they build with bricks.

Personal development, behaviour and welfare require improvement

Staff do not fully support children to be effective learners. However, they do follow children's interests and spontaneous play ideas outdoors. Toddlers are encouraged to manage risks effectively for themselves. For example, they safely go through and climb over large play apparatus, independently walk down steps and tackle hilly ground. Children benefit from daily fresh air and exercise. Staff use positive praise and encouragement, which helps to raise children's confidence and self-esteem. Children's behaviour is good. Staff are affectionate and provide sensitive care to children. For instance, babies enjoy being held and cuddled. They turn and gaze at staff when they speak to them. Children are safe and happy in staff's care.

Outcomes for children require improvement

Due to weaknesses in the observation, assessment and teaching practice, not all children make the progress of which they are capable. However, they do develop some skills for the next stage in their learning. For example, toddlers show how they can concentrate well and persevere with their learning. They develop their small-muscle skills in preparation for writing. Babies have access to resources that stimulate their senses well.

Setting details

Unique reference number	EY535779
Local authority	Rotherham
Inspection number	1060340
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 2
Total number of places	12
Number of children on roll	45
Name of registered person	Aughton Early Years Centre Governing Body
Registered person unique reference number	RP535778
Date of previous inspection	Not applicable
Telephone number	01142872530

Aughton Early Years Centre Daycare registered in 2016. The day care employs 10 members of childcare staff, who all hold appropriate early years qualifications at level 3. The day care opens Monday to Friday for 48 weeks of the year. Sessions are from 7.45am until 5.45pm.

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