

Inspection date	27 October 2017
Previous inspection date	27 February 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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:

- Some staff members are not aware of changes to safeguarding legislation. They do not understand their duty to identify and report possible signs that children may be at risk from extreme views and behaviours.
- Since the last inspection, systems to tackle under performance of the staff team have had a limited impact on improving the quality of teaching, or outcomes for children's learning, quickly enough.
- The provider, and recently appointed manager, have developed a system of self-evaluation. However, it is not rigorous enough to bring about the changes needed to raise the quality of the nursery.
- The manager does not implement systems to monitor the overall progress for different groups of children, to support their learning and development effectively.
- Some staff do not allow all children to express their own ideas during creative activities.

It has the following strengths

- The staff are sensitive, caring and kind to children and build positive relationships.
- Parents feel involved in their children's learning and talk about how their children enjoy attending the setting.
- The learning environment is well resourced. Children can independently choose where to play and select their own toys and resources.
- The manager has formed effective links with other settings that children attend. This supports continuity in children's care and learning.

What the setting needs to do to improve further

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

	Due Date
■ ensure all staff gain a secure understanding of 'Prevent' duty guidance and know what to do if they are concerned children are at risk of extreme views and behaviours	10/11/2017
■ improve staff performance to raise the quality of teaching and learning and bring about improvements more swiftly and enhance outcomes for children.	30/11/2017

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

- improve self-evaluation and reflective practice to effectively identify and address ongoing areas of weakness
- develop effective strategies to monitor children's overall progress and identify and address gaps in the learning of different groups of children
- allow children time to represent and express their own ideas during creative activities.

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 parents during the inspection and took account of their views.

Inspector

Rachael Barrett

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, the arrangements for safeguarding are effective. Staff are knowledgeable about signs and symptoms of possible abuse, and are confident about how to record and report concerns regarding a child's welfare. However, leaders have not made sure that all staff have a sufficient understanding of new safeguarding legislation. In particular, of their responsibility to protect children from extreme views and behaviours. The systems for the supervision of staff and monitoring of the provision are not thorough enough to support staff professional development and raise the quality of teaching and learning. There are effective recruitment and induction processes in place to ensure that staff working with children are suitable. Staff supervise visitors with children. The staff team develops effective relationships with parents and works closely with other professionals. Parents receive regular feedback to ensure that they are involved in their children's learning.

Quality of teaching, learning and assessment requires improvement

Although teaching is variable, some aspects are effective. Staff talk confidently about their key children and know their abilities and preferences. Weekly planning of children's activities covers the seven areas of learning and these activities take into account children's interests. Monitoring and assessment of children's progress by staff have improved since the last inspection. However, the manager does not monitor the overall progress that different groups of children make. Staff communicate with children and support those who speak English as an additional language. They provide children with opportunities to make marks and practise their early writing skills. However, during creative activities some staff do not allow children to express themselves freely and imaginatively.

Personal development, behaviour and welfare require improvement

Children have a named adult who takes responsibility for their care and learning needs. The key person builds friendly and trusting relationships with parents and children, helping children to develop close emotional bonds with staff. Children play well together. They initiate interactions with each other and follow the consistent ground rules. Staff manage children's behaviour effectively. They are calm and gentle as they remind children of the need to share and take turns. Staff provide healthy snacks and encourage children to wash their hands before eating. Children enjoy developing their physical skills in the outdoor area. They learn about the world in which they live, through enjoyable first-hand experiences, such as visiting local parks and farms.

Outcomes for children require improvement

Weaknesses in teaching and learning mean that children are not making the best progress possible. Despite this, children do develop the basic skills needed to be ready for school. They learn to manage their personal hygiene needs, relevant to their age and level of understanding. Children develop their independence skills. They choose what they want to play with, giving them opportunity to lead their own play and learning.

Setting details

Unique reference number	EY484870
Local authority	Sheffield
Inspection number	1086655
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	1 - 13
Total number of places	10
Number of children on roll	6
Name of registered person	UK Kidz Solutions Ltd
Registered person unique reference number	RP908110
Date of previous inspection	27 February 2017
Telephone number	0114 327 1450

UK Kidz registered in 2015. It employs six members of childcare staff, one holds an early years qualification at level 3 and five staff hold an appropriate early years qualification at level 2. 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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