

# Elmore Kindergarten

2 Birley Moor Road, SHEFFIELD, South Yorkshire, S12 4WD



## Inspection date

Previous inspection date

22 November 2017

9 July 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Staff do not always complete the required progress check for children aged between two and three years. Staff do not keep parents fully informed of children's development and progress to help them to support their learning at home.
- Staff do not gather sufficient information from parents when children first enrol to ensure they can plan effectively to meet children's individual needs, interests and stage of development.
- Staff do not assess children's ongoing development effectively. Consequently, some staff are not clear about what children need to learn next. Staff do not always organise large-group activities well to support children's learning successfully.
- The manager does not always provide her staff team with effective supervision and support to enable them to fulfil their role competently. The quality of teaching is variable and staff do not consistently provide children with the highest-quality support to learn.

### It has the following strengths

- Where the quality of teaching is better, staff interact with children as they play alongside them. They are enthusiastic and keep children engaged in their learning.
- Children are happy and settled. They play alongside caring staff who provide them with smiles and reassurance.
- The environment is spacious and well resourced. Children freely choose what they want to do throughout the day.

## What the setting needs to do to improve further

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

	Due Date
■ complete the required progress check for children aged between two and three years, and provide parents with a written summary of development in the prime areas and keep them informed of children's ongoing progress	04/12/2017
■ improve partnerships with parents to find out about children's individual needs and interests, to plan a challenging and enjoyable experience for children from the outset	04/12/2017
■ ensure methods of assessment identify children's next steps in learning and plan activities that help them make consistently good progress.	04/12/2017

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

- develop the methods of assessing staff performance further to ensure weaker teaching is identified and clear targets for improvement are set
- improve the organisation of large-group activities so that all children are challenged appropriately according to their stages of development.

## Inspection activities

- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.
- The inspector spoke with children and their key persons at appropriate times during the inspection and held meetings with the managers. She discussed the steps the managers have taken to evaluate and improve practice.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed several joint observations with the managers.
- 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

The arrangements for safeguarding are effective. The environment is safe and well maintained. Staff implement effective risk assessments and supervise children to ensure they maintain children's well-being successfully. The manager knows the procedures she must follow to protect children. Staff are knowledgeable about signs which indicate a child may be at risk of harm. Staff supervision is not effective in monitoring the quality of teaching or helping staff improve their skills. However, training supports staff understanding of child protection, first aid and food hygiene. Partnerships with outside agencies are effective. Staff cater well for children who have special educational needs (SEN) and/or disabilities. They give careful thought to the provision of resources and activities that help them make progress. Self-evaluation is in place and leaders know what the setting needs to do to improve.

### Quality of teaching, learning and assessment requires improvement

Methods for monitoring and assessment of children's progress by staff are variable in accuracy and quality. Staff do not ensure that they gather enough information from parents when children enrol. They do not assess children's progress regularly enough to identify and plan for their next steps in learning effectively. As a result, children are not always fully engaged in their learning. Staff do not always complete the required progress check for children between the age of two and three years and, where they do, it does not always review children's development sufficiently. Children generally enjoy activities and show they are interested. However, at times, group sizes are too large to keep all children engaged in their learning. Staff support children who speak English as an additional language and communicate well with them.

### Personal development, behaviour and welfare require improvement

Although staff provide parents with daily feedback about children's care needs, they do not keep them fully informed of children's development and progress to help them to support children's learning at home. Flexible settling-in procedures allow staff to meet the care needs of all children. Staff praise children and promote children's positive behaviour. Children help to tidy up and respond positively to staff reminders to play safely. Children become independent and are competent in self-care. Older children serve themselves food and drink for mealtimes. Staff provide children with balanced and nutritious food to maintain their energy levels throughout the day. Children access the outdoor environment regularly and children develop their physical skills.

### Outcomes for children require improvement

Not all children make good progress from their starting points because they do not all benefit from consistently good teaching. This is due to inaccurate assessments. As a result, it is not possible to monitor how quickly children are making progress. Nevertheless, children are steadily developing the basic skills needed to support them to be ready for school.

## Setting details

<b>Unique reference number</b>	EY421797
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1117784
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Elmore Kindergarten Partnership
<b>Registered person unique reference number</b>	RP520247
<b>Date of previous inspection</b>	9 July 2013
<b>Telephone number</b>	0114 2544889

Elmore Kindergarten registered in 2011. The nursery employs 19 members of childcare staff. Of these, the manager holds early years professional status and 10 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm, excluding bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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