

Deepcar Preschool & Daycare

Royd Nursery Infant School (nursery Building), Carr Road, Sheffield, S36 2PR



Inspection date

15 May 2018

Previous inspection date

30 May 2017

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

- Leaders have taken positive action to address weaknesses identified at the last inspection. They have a good understanding of their practice. Leaders review staff's performance. They support them to access professional development opportunities that help them to build on their knowledge and skills.
- Leaders ensure the curriculum reflects the seven areas of learning. They monitor how planned activities meet the needs of children. They seek support for children who are not making as much progress as expected. As a result, outcomes for children are quickly improving.
- Leaders provide a very well-organised environment inside and outside to give children a stimulating environment where they can investigate and explore. Staff encourage children to take managed risks and support them to understand how to keep themselves safe.
- Children enjoy visits to the nearby pond to extend their learning. They explain how they observe tadpoles inside frogspawn and how these will grow to be frogs.

It is not yet outstanding because:

- Leaders have not fully considered how they can work more effectively with all other settings that children attend to promote continuity in children's learning.
- Although staff keep parents up to date with information about their children's progress, they do not always keep them well informed about how they can continue children's learning at home.

What the setting needs to do to improve further

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

- strengthen partnerships with all other settings that children attend to promote continuity in children's learning more effectively
- build on the already good partnerships with parents to share more information with them about how they can successfully continue children's learning at home.

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 preschool managers.
- The inspector held a meeting with the preschool managers. She looked at relevant documentation and evidence of the suitability of staff working in the preschool.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders implement robust recruitment procedures to check staff are suitable to work with children. Staff demonstrate a thorough knowledge of the signs and symptoms of abuse. They know the procedures to follow if they have concerns about an adult or a child's welfare. Leaders successfully monitor practice and seek the views of parents. They have developed targeted action plans to address any areas for improvement and support continuing improvement well. Focused professional development is helping all staff to raise their teaching skills to a higher standard. For example, staff have improved their understanding of how to enhance children's learning in the outdoor environment. Staff closely monitor children's progress using accurate assessments. They identify any gaps in learning quickly and are proactive in seeking support from other professionals. As a result, gaps are closing and children soon develop the skills they need for school. Staff work very well with schools to ensure a smooth transition for children.

Quality of teaching, learning and assessment is good

Staff listen to children perceptively and follow their lines of enquiry. For example, they encourage children to think about how a feather feels on their cheeks and chin. They use language to extend children's vocabulary, such as 'soft' and 'tickly'. Staff are enthusiastic and actively participate in play, which encourages other children to join in. Staff successfully support children who struggle to communicate through spoken language. They use objects, photographs and print for reference, alongside sign language and visual timetables. These help children to convey their wants and needs. Children enjoy using electronic equipment, such as calculators and cameras to support their early understanding of technology. Staff share stories with children. They listen carefully to children's comments and help them to develop conversations. For example, they encourage children to think together about where a duck might go to get warm.

Personal development, behaviour and welfare are good

Children enjoy their time in the preschool. They are confident and keen to share their learning with visitors. Parents are encouraged to be involved in preschool life and charity events. Staff promote good hygiene and children's independence in personal care routines. Children enjoy developing their physical skills in the outdoor area. They learn to balance and steer safely. They choose from a wide range of healthy snacks and meals.

Outcomes for children are good

All children make good progress from their starting points. They learn to resolve disputes amicably and find solutions. They enjoy each other's company, playing in small groups with other children who share their interests, developing good social skills. Children develop the skills they need for early writing, such as using backwards, forwards and sideways movements. Children begin to recognise numbers, to estimate, add and subtract. They have a wide range of skills and are prepared well for the move to school.

Setting details

Unique reference number	EY485611
Local authority	Sheffield
Inspection number	1100527
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 - 4
Total number of places	39
Number of children on roll	49
Name of registered person	Deepcar Pre-School Playgroup Committee
Registered person unique reference number	RP520510
Date of previous inspection	30 May 2017
Telephone number	07790341698

Deepcar Preschool & Daycare registered in 2015. It is managed by the Deepcar Preschool Playgroup Charity. The preschool employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including two with early years professional status. The preschool opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The preschool provides funded early education for two-, three- and four-year-old children.

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