

Ecclesall Pre-School

Room 2, Ecclesall Parish Hall, Ringinglow Road, Sheffield, South Yorkshire, S11 7PP



Inspection date

8 June 2018

Previous inspection date

21 May 2015

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

- The manager ensures staff are very inclusive in meeting the needs of all children. Staff skilfully adapt and differentiate their teaching to promote good outcomes for children. Children who learn English as an additional language and those who have special educational needs (SEN) and/or disabilities receive particularly good support.
- The manager holds regular staff meetings for staff to reflect on the needs of the children. They adapt their practice and the environment to meet children's emerging interests and learning styles. Self-evaluation is effective.
- The special educational needs coordinator works well with other professionals and agencies to promote children's speech and language in an inclusive environment.
- Staff are caring, friendly and form warm relationships with children. They are sensitive and responsive to children's needs and support their emotional well-being well.
- Children's play is valued. Staff deploy themselves effectively to engage with children and encourage them to learn across all areas of learning.

It is not yet outstanding because:

- Although staff attend some training, the manager does not use staff supervision as well as she could, to enable her to monitor their practice and training needs more frequently and effectively.
- Staff do not extend opportunities to share children's assessment with parents as well as they could.

What the setting needs to do to improve further

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

- improve staff supervision to evaluate their practice more frequently, and identify further training opportunities to extend their individual roles
- extend the opportunities to share information about children's learning and development with parents.

Inspection activities

- The inspector and the manager completed a joint observation of a teaching activity.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at samples of policies, procedures, staff suitability checks and children's records.
- The inspector discussed the safeguarding and self-evaluation procedures with the provider and nursery manager.

Inspector

Felicity Sutcliffe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. There is a rigorous recruitment procedure to ensure all staff are suitable before they start work with children. Inclusion is at the very heart of staff practice. The manager works with staff to help them develop a secure knowledge and understanding of how to promote all areas of learning through their teaching. The manager and staff are quick to identify gaps in children's learning and make the relevant referrals in a sensitive and timely manner, to ensure children receive any additional support and input promptly.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently strong. Staff know children well and plan interesting activities based on their individual interests and next steps. The passionate staff team works very effectively with other professionals. Staff provide targeted teaching to support children's communication and language skills and social interaction. The manager and staff have introduced signs to model alongside language, which helps children to communicate with their peers, especially those who have SEN and/or disabilities.

Personal development, behaviour and welfare are good

Staff are very good role models for children to copy. Children are well behaved and kind to each other. Children recognise how to keep themselves safe. For example, they use checklists to carry out their own risk assessments of the outdoor area. They check that gates are locked and there is no litter on the ground with staff. Staff celebrate all children's cultural and religious backgrounds well by working in partnership with families. Children and families feel valued and respected through the effective staff practices and communication.

Outcomes for children are good

Children make good levels of progress from their starting points. This includes children who have SEN and/or disabilities and those who learn English as an additional language. The routines and expectations set by the staff prepare children well for future learning and their readiness for school. Children enjoy stories skilfully read by staff, promoting their good literacy skills. Children are highly engaged and eager to find out about the characters in the story.

Setting details

Unique reference number	300789
Local authority	Sheffield
Inspection number	1090512
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	28
Number of children on roll	60
Name of registered person	Ecclesall Pre-School Committee
Registered person unique reference number	RP520515
Date of previous inspection	21 May 2015
Telephone number	07941 739 534

Ecclesall Pre-School registered in 1992. It employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and level 3, including the deputy manager, who is working towards a level 5 in childhood studies. The setting opens from Monday to Friday, term time only. Sessions are from 9.15am until 2.45pm on Monday to Wednesday and from 9.15am to 1pm on Thursday and Friday. The setting provides funded early education for two-, three- and four-year-old children.

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