

Sharrow School Childcare Services

Sharrow School, Sitwell Road, SHEFFIELD S7 1BE



Inspection date	30 August 2018
Previous inspection date	14 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The leadership team and staff share effective information with teachers in the same building. Children benefit from good continuity in their learning and development.
- Teaching is consistently good and, in some instances, outstanding. All children, including those who have special educational needs and/or disabilities, make good individual progress.
- Staff share regular information with parents about their children's development. They invite parents to play and stay sessions so they can see what their children are learning. Good partnerships working means that parents are fully involved in their children's development.
- Key persons ensure that all children are extremely well prepared emotionally for the next stage in their learning.
- Staff significantly enhance children's health and well-being through their extremely sensitive and supportive relationships with families. Parents report how their children have made excellent progress in managing their behaviour both in the nursery and at home.
- Children have access to an incredibly well resourced outdoor area. They also access the local community playground where they use large equipment to test their skills. Children have excellent opportunities for physical play and daily fresh air.

It is not yet outstanding because:

- On occasions, staff do not use what they know about individual children's different learning styles to plan as precisely as possible to extend and enhance their learning.

What the setting needs to do to improve further

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

- strengthen the planning of activities to focus more precisely on the individual learning styles of each child to help them to make the best possible progress in all areas of learning.

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 nursery manager.
- The inspector held a meeting with the nursery manager, deputy manager and head teacher. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Jane Tucker

Inspection findings

Effectiveness of leadership and management is good

The leadership team regularly check and review the quality of the nursery, and track children's progress effectively. They work in partnership with teachers to identify and narrow emerging gaps in children's learning. Effective supervision supports staff's professional development. The leadership team and staff enthusiastically attend training that helps to raise outcomes for children. For example, staff have recently redeveloped learning areas to extend experiences for boy's literacy development further. The arrangements for safeguarding are effective. Staff demonstrate a good knowledge of the possible signs and symptoms of abuse, and of current safeguarding legislation. Secure recruitment and vetting procedures help to ensure staff's suitability to work with children.

Quality of teaching, learning and assessment is good

Staff provide a highly stimulating environment that offers very good opportunities for children to learn and explore. There is a strong focus on child-led learning, which allows children to follow their interests in play. Children have time to explore the orchard and allotment. They sing as they play, showing their enjoyment in their activity. Staff support children to develop an awareness of the sounds letters represent as they pick fruit for their baking activity. Children learn to share, take turns and enjoy an activity with friends. They have opportunities to hold a spoon, chop food and stir ingredients together. Children learn how materials change during mixing and cooking. Staff encourage children to count pieces of apple as they place them on the baking tray. They use language, such as 'full' and 'heavy' to support children's early understanding of weight.

Personal development, behaviour and welfare are outstanding

Staff are highly skilled and sensitive in helping all children form secure emotional attachments. They gather comprehensive information from parents about children's individual needs when they enter the nursery. Staff nurture and praise children at every opportunity. Children are happy, settled and show exceptionally high levels of confidence and a positive sense of themselves. For instance, young children say 'No' to staff when they want to do things independently. Children have excellent opportunities to learn about the world. They pick fruit from the orchard and allotment that they wash and eat for their healthy snack. Staff acknowledge children's home language and cultures extremely well. They provide an extensive range of experiences that promote children's understanding of people and traditions beyond their own.

Outcomes for children are good

Children concentrate for good periods of time. They assuredly have a go at doing things for themselves, such as chopping up their own apple. Children show how they can use tools safely and demonstrate their good hand-to-eye coordination skills. Young children enjoy role play outdoors. They mix sand and water together to make pretend cookies. They listen and respond to questions. Children show how they are imitating actions and events from their own family. Children are enthusiastic learners and keen to take part in activities. They learn and acquire the skills they need for their future learning.

Setting details

Unique reference number	EY360222
Local authority	Sheffield
Inspection number	10069728
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 3
Total number of places	30
Number of children on roll	15
Name of registered person	Sharrow Nursery, Infant and Junior School Governing Body
Registered person unique reference number	RP526947
Date of previous inspection	14 October 2014
Telephone number	0114 255 1704

Sharrow School Childcare Services registered in 2007. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 5pm. The nursery receives funding to provide free early education for two-year-old children.

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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