

Inspection date	27 September 2018
Previous inspection date	27 October 2017

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

The provision is good

- The manager, who was new to the daycare at the time of the last inspection, has overseen positive improvements to the quality of teaching and learning. She sets high expectations and is supported well by the enthusiastic staff.
- The staff promote the development of children's communication skills well. They support all children, including those who speak English as an additional language, to speak with increasing confidence and purpose.
- Staff engage children's interest through, for example, skilful questioning and thoughtful explanations. They further capture their imagination through singing songs and telling stories about the activities the children are doing.
- Staff provide a warm, friendly and caring environment. They work closely with parents to help children, including those with special educational needs and/or disabilities, to settle in quickly and to ensure a happy start to their educational experiences.
- Staff encourage children to behave well and to begin to appreciate the needs of others. For example, they help them to take turns and share their toys and other resources.

It is not yet outstanding because:

- Staff do not make full use of their analysis of the progress made by different groups of children to further boost their achievement.
- Staff do not consistently promote problem-solving skills particularly for children who prefer to play outdoors.

What the setting needs to do to improve further

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

- sharpen the analysis of the achievement of all groups of children to further boost their progress
- strengthen opportunities to develop children's problem-solving skills particularly if they choose to play outdoors.

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 to children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of child protection procedures and know signs for potential radicalisation. The manager keeps the knowledge fresh through regular discussions at staff meetings. Staff are vigilant and ensure children play in a safe and clean environment. Procedures to improve the quality of teaching are now good and based on a first-hand knowledge of staff's capabilities. Staff are well qualified for their roles. They take advantage of training opportunities on, for example, assessment and support for children with autism, to strengthen the care and education they provide. Staff build good relationships with parents through their open and friendly manner and the assurance and guidance they offer.

Quality of teaching, learning and assessment is good

Staff work well with parents to make initial assessments of children's level of achievement. They continue to accurately assess children's progress over time. Staff identify any gaps in children's learning and take strong steps, including working with other professionals, to help address them. Staff make good use of bright and interesting resources to stimulate children's imagination. They help children to develop the key knowledge they need to build their future learning. For example, they develop children's knowledge of colours and animal names through talking about the objects hidden in the sand. They help children to develop their counting, sorting and ordering skills well.

Personal development, behaviour and welfare are good

Children know their key person well and staff build good relationships with families. This contributes to the smooth start that children make in their educational experiences. Staff successfully help children to manage and improve their own behaviour and relationships with others. They help children develop their self-confidence and self-awareness. For example, they support children with regular and purposeful praise and guidance and show respect for the work they produce. Children learn to be increasingly independent and to make their own decisions and choices. Staff encourage children to contribute to a tidy and healthy environment. They provide a good variety of nutritious and balanced meals. They guide children to wash their hands before eating. The children participate in dental health projects to teach them how to clean their teeth regularly.

Outcomes for children are good

Children are keen to learn and are inquisitive about the world around them. All groups of children make good progress and are well prepared for their future education, including starting school. Children, including those who speak English as an additional language, strongly develop their ability to follow a conversation and make increasingly pertinent and interesting comments. They develop an understanding of the language of shape and measure through sand and water play. Children enjoy physical activities such as riding trikes and throwing and catching large and small balls.

Setting details

Unique reference number	EY484870
Local authority	Sheffield
Inspection number	10077420
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 15
Total number of places	10
Number of children on roll	29
Name of registered person	UK Kidz Solutions Ltd
Registered person unique reference number	RP908110
Date of previous inspection	27 October 2017
Telephone number	0114 327 1450

UK Kidz registered in 2015. It employs four members of childcare staff. All hold early years qualifications at level 3. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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