

# St Chads Pre-School (Sheffield)

54-56 Abbey Lane, Sheffield, South Yorkshire S8 0BP



<b>Inspection date</b>	3 October 2018
Previous inspection date	2 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 provides effective leadership and has established a well-qualified team. All staff are committed to the continuous improvement of the nursery and take account of advice from other professionals to target areas for further development.
- Staff develop children's communication and language skills extremely well. They ask searching questions and give children time to think and respond. Staff use a wide vocabulary and children are confident to try out new words.
- Children are excited to play and learn alongside their friends. They know the routine well and develop their independence as they choose the activities that interest them most.
- Parents feel that their children are safe and secure. Staff regularly provide them with information about their children's learning and development.

### It is not yet outstanding because:

- Staff do not regularly have opportunities to learn from some of the already outstanding teaching that takes place in the nursery.
- The newly introduced assessment system is not sufficiently established to encourage parents to share information from home.

## What the setting needs to do to improve further

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

- explore ways to use the expertise of some staff who deliver outstanding teaching to raise the standard of teaching within the nursery continually
- further embed the assessment system to take account of achievements from home and provide children with even greater consistency in their learning and development.

### 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 completed a joint observation with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

### Inspector

Jo Gogarty

## Inspection findings

### Effectiveness of leadership and management is good

The manager has an accurate understanding of the strengths of the nursery and identifies appropriate areas for further development. Staff regularly complete relevant training to develop their teaching. For example, staff are confident to deliver daily phonics sessions, following recent training. Nursery staff work closely with the neighbouring primary school. For example, they have developed systems to share information when children move to full-time school. This supports children's continuity of learning and development well. Safeguarding is effective. Staff understand the procedures for reporting when they have concerns about the welfare of a child.

### Quality of teaching, learning and assessment is good

Staff make good use of the information from parents to plan exciting activities that keep children deeply involved. Children have free-flow access between the indoor and outdoor areas. They choose their preferred activities and the staff interact sensitively to extend their learning. For example, staff encourage children to use the hand lenses to search for mini-beasts in the garden, and show them how to use scissors and tools correctly in the dough area. All staff know children's next steps in learning and adapt their teaching to children's individual needs. They listen attentively and show a genuine interest when children talk about their home life. Children feel secure and are confident try new experiences.

### Personal development, behaviour and welfare are good

Staff are good role models. They use visual reminders extensively to explain the routines and rules of the nursery. Children behave extremely well and staff teach them how to take turns and be kind. The superb snack time routine supports children's developing independence. For example, they select fruit from a menu and pour their own drinks. Children engage readily in conversation with the staff and their friends as they eat together. Staff consistently promote good hygiene practices and children learn about healthy diets. Children delight in the challenges to develop their physical skills. For example, they pedal hard to transport their friends on the 'taxi' bicycle, and balance carefully on the long beams.

### Outcomes for children are good

Staff use individual learning plans for children who have special educational needs and/or disabilities to support their communication and language skills. Children make good progress and develop key skills for the future. They recognise and write their own name, and talk about numbers and shapes as they play. They are confident, active learners and are well prepared for school.

## Setting details

<b>Unique reference number</b>	300711
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10065763
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	St. Chad's Pre-school (Sheffield) Committee
<b>Registered person unique reference number</b>	RP904509
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	07526 100 755

St Chads Pre-School (Sheffield) registered in 1992. The pre-school employs seven members of childcare staff. Of these, three are qualified at level 3, two at level 6 and one member of staff holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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