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|--------------------------|-----------------|
| <b>Inspection date</b>   | 23 October 2018 |
| Previous inspection date | 6 July 2018     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---|-------------------------|-----------------------------|----------|
|   | Previous inspection:    | Inadequate                  | 4        |
| Effectiveness of leadership and management                    |                         | Requires improvement        | 3        |
| Quality of teaching, learning and assessment                  |                         | Requires improvement        | 3        |
| Personal development, behaviour and welfare                   |                         | Requires improvement        | 3        |
| Outcomes for children   |                         | Requires improvement        | 3        |

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- Staff, particularly in the pre-school room, do not ensure that children are fully engaged and challenged by the activities available to them. This limits the progress they make during their time in the nursery.
- The procedures to improve staff's performance, especially those who are new to the nursery, are not focused sharply on raising the quality of teaching to the highest levels.
- Staff do not consistently promote children's independent organisational skills, such as tidying away toys regularly.

### It has the following strengths

- The manager has implemented many changes since the last inspection that are ongoing and making strong improvements to the quality of the nursery.
- Children behave well and staff are positive role models. Staff provide good support to children who find it difficult to manage their own emotions. They help children play well with others.
- Staff ensure that children play in a safe and secure environment. They supervise children carefully during their play indoors and out.
- Staff work well with parents who appreciate the care and guidance they receive. They ensure children make a smooth and happy start to their learning experiences.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

|  | Due date   |
|--|------------|
| improve the planning and organisation, particularly in the pre-school, to ensure that children are fully engaged and challenged by the activities available to them. | 25/11/2018 |

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

- sharply focus the procedures for staff's professional development, particularly for staff who are new to the school, on raising the quality of teaching to a consistently high level
- strengthen strategies to promote children's independent organisation skills, including tidying their toys and learning environment.

### Inspection activities

- This inspection took place following Ofsted's risk assessment process. 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 requires improvement

Safeguarding is effective. Staff are well trained in procedures to keep children safe from harm including identifying the signs of radicalisation. The manager ensures staff keep their knowledge up to date through regular discussions and quizzes. All staff are trained in paediatric first aid and procedures to record any incidents and inform parents are rigorous. The manager and directors have implemented clear action plans and targets for further improvements since the last inspection. These are beginning to have a positive impact on the overall quality of the provision. Good training, including support from the local authority, has improved the quality of observations and assessments to support children's next steps. However, the changes are not yet fully embedded into regular daily practice throughout the nursery. Therefore, the quality of teaching is still variable, particularly in the pre-school.

### Quality of teaching, learning and assessment requires improvement

Staff observe children and have an accurate overview of their achievement. They increasingly use this information to plan well for children's future learning. This is particularly effective for the babies and two- to three-year-old playroom. However, staff do not ensure that children are stimulated and engaged by the resources and activities in the pre-school. Staff help babies to become increasingly aware of the world around them. For example, they help them make sounds and rhythms with shakers and other musical instruments and engage them with action songs and stories. Staff help children in the two- to three-year-old playroom to develop their cutting and sticking skills and create imaginative and colourful collage pictures.

### Personal development, behaviour and welfare require improvement

Children form secure attachments to staff which help to support their emotional well-being. They are attentive to children's care needs and work well with parents to help children settle and play happily. Parents appreciate the support they receive for children's toilet training, for example. However, children are not consistently supported to develop their independent responsibility and organisation. In particular, children, especially older ones, do not tidy toys away before starting the next activity. All children follow appropriate hygiene routines and are effectively supported to manage their own self-care. Children enjoy balanced and nutritious home-cooked meals and plenty of exercise outdoors. Staff help children to become tolerant of others and recognise the diversity in modern life.

### Outcomes for children require improvement

Weaknesses in the quality of teaching mean that children are not making consistently good progress from their starting points. However, children with special educational needs and/or disabilities are well supported to address gaps in their learning. Children play games which help them to identify sounds and match them to pictures of different animals. They count the number of children in the line when they go outside or come back in. Children are acquiring a range of skills in readiness for their eventual move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY501481  |
| <b>Local authority</b>                           | Sheffield   |
| <b>Inspection number</b>                         | 10081740  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             |   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 60  |
| <b>Number of children on roll</b>                | 143   |
| <b>Name of registered person</b>                 | Upsadaisy Ltd   |
| <b>Registered person unique reference number</b> | RP535493  |
| <b>Date of previous inspection</b>               | 6 July 2018   |
| <b>Telephone number</b>                          | 01142466650   |

Upsadaisy Nursery registered in 2016. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or higher, including 15 at level 3 and one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 6.30am until 6pm.

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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