

Middlewood Nature Nursery

Middlewood Nature Nursery, 109 Winn Grove, Sheffield, south yorkshire
S6 1UN



Inspection date	31 May 2019
Previous inspection date	14 April 2016

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Highly effective arrangements are implemented to help ensure that staff are suitable to fulfil their childcare roles. Robust safe recruitment procedures are in place and ongoing checks are carried out to keep children protected.
- Staff support children with special educational needs and/or disabilities well and they target teaching appropriately to ensure positive outcomes. They work closely with other professionals and parents to get to know children's individual care and learning needs. This enables staff to provide a consistent approach to learning.
- Staff highly prioritise children's safety. They use risk assessments, policies and procedures effectively to ensure children's safety, health and well-being.
- Children thoroughly enjoy their activities. They engage with eagerness and motivation within the exciting, challenging and interesting outdoor natural environment. Children make good developmental progress in relation to their starting points. Managers and staff monitor children's outcomes effectively.
- Children develop their independence skills and initiate their own ideas. For example, they use their imagination to make 'fishing rods' using natural resources. They develop good decision-making abilities and show high levels of perseverance during play. Parents access information to help them to understand the aims of the forest school and how it complements children's learning overall.
- Some daily routines are not organised well enough to help all children remain highly engaged.
- Staff do not consistently support children to extend their awareness of how effective hygiene practices contribute towards their good health.

What the setting needs to do to improve further

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

- review the organisation of daily routines so that children do not wait or sit for long periods of time and enjoy more time engaged in play opportunities
- provide consistent opportunities for children to develop their awareness of how effective hygiene practices contribute towards their good health.

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 held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection. She also took account of the written views of parents provided.
- The inspector sampled a range of documentation, including children's assessments and safeguarding policies and procedures.

Inspector

Julie Dent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate an understanding of all aspects of safeguarding matters and how to protect children. Parents are very positive about the provision. They acknowledge the exciting experiences and speak highly of the many opportunities to support their children's growing confidence. The management team ensure that robust supervision procedures are followed. They encourage staff to take part in continuous training and professional development. For instance, some staff have completed qualifications relating to outdoor learning. The manager regularly checks children's progress to identify and address any potential gaps in learning. She helps staff to develop a deeper understanding about assessment procedures and how different groups of children learn.

Quality of teaching, learning and assessment is good

Staff observe children as they play to see what they are interested in. They use this information to develop children's skills. Babies explore their surroundings and discover a range of textures. Children are keen to explore the resources and concentrate well during their play. They learn to contribute their ideas and create a story while they play, developing their creative thinking. For example, children use sticks as oars as they pretend to row their make-believe pirate ship to an island. Staff effectively use children's natural curiosity to help develop their language and understanding. For instance, staff talk to children about what they can see and hear and children attempt to copy what they say.

Personal development, behaviour and welfare are good

Staff form strong relationships with children and their families. They use effective procedures to help children to settle quickly. Staff show sensitivity and care in ensuring that children develop the emotional well-being to cope with moving rooms. They also support children well when they move to other settings, including school. Staff help to raise children's confidence and self-esteem. For instance, they enthusiastically praise children and encourage them. All children behave well. They listen intently as staff explain the rules and boundaries. Children gain a good understanding of what it is to be healthy. For instance, they enjoy nutritious snacks and meals and learn about healthy food.

Outcomes for children are good

Children develop key skills that will aid them for their eventual move to school. They are happy and sociable. Children freely use mathematical language, for example, when they say that they can't carry the bucket because it is 'heavy'. They develop good self-care skills, such as putting on their coats and boots. Children enjoy taking part in experiences using all of their senses, such as drawing in the soil. This helps them to practise their mark-making abilities and contributes towards the development of their early literacy skills.

Setting details

Unique reference number	EY481809
Local authority	Sheffield
Inspection number	10076286
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	45
Number of children on roll	74
Name of registered person	Forest Schools Kindergarten Limited
Registered person unique reference number	RP534004
Date of previous inspection	14 April 2016
Telephone number	0114 283 4060

Middlewood Nature Nursery registered in 2014. The nursery employs 20 members of childcare staff. Of these, 16 hold an appropriate early years qualification at level 3 and one member of staff is a qualified teacher. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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