

# Redmires Lodge

20 Harlech Grove, Sheffield, South Yorkshire S10 4NP



<b>Inspection date</b>	16 August 2019
Previous inspection date	31 January 2014

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

## Summary of key findings for parents

### This provision is outstanding

- The highly inspirational leadership of the manager and her deputy provides staff with an exceptionally clear and purposeful direction for continuous improvement. There is a relentless drive for further improvement from the staff and managers and they act promptly to address any actions they identify for future development. The well-qualified staff are highly ambitious and strive to attain the highest quality in all aspects of their work.
- Staff are outstanding role models. Children behave very well and learn to be considerate towards others. Children learn to think carefully and follow instructions precisely. For example, they are polite and helpful to each other at mealtimes and when they play together in the well-planned outdoor area.
- Staff create a very warm, welcoming and secure environment. They work closely with parents to encourage children to settle quickly into nursery life and to thoroughly enjoy learning. Children strongly develop their self-confidence and awareness.
- Staff provide imaginative and exciting resources and activities which motivate and engage all groups of children. For example, children love following each other's different movements as they explore the paw prints on their bear hunt around the garden.
- Children make excellent progress throughout their time at nursery. Staff make very good use of any additional funding to help children, including those with special educational needs and/or disabilities (SEND), to achieve their full potential. Staff have very high expectations for children's independence in their learning.
- Parents are exceedingly positive about the experiences their children receive. They appreciate the commitment the manager and her staff give to all their children's needs. They typically comment that they are 'blown away' by the care staff show and the many exciting activities.

## What the setting needs to do to improve further

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

- build on the already excellent relationship with parents to further enhance sharing of information about children's progress and enjoyment.

### 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 nursery manager.
- The inspector spoke to staff and children during the inspection.
- 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 outstanding

The manager is sharply focused on evaluating and strengthening the quality of all aspects of staff's teaching and care. She encourages and supports very high levels of professional training, including to degree level. Leaders constantly seek out and provide high-quality training and research programmes in order to, for example, promote the most accurate assessments of children's achievement and to support children with SEND. The nursery staff regularly seek and act upon parents' views to improve the setting. They have identified ways to strengthen communication with parents even further. Staff work very closely with other settings children attend to support high levels of continuity in learning and a smooth transition to school. Safeguarding is effective. Staff are very well trained in child protection and first-aid procedures. The manager ensures staff regularly access high-quality training on all aspects of keeping children safe from harm and the manager regularly tests their knowledge through spot checks and quizzes.

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

Staff make very purposeful use of detailed information from parents to identify children's starting points and support future learning. They effectively plan activities closely matched to children's interests to ensure they securely reach the next steps in their learning. For example, children learn to compare the different colours and shapes in facial features when they make books about their families. They develop from their mark making to accurate letter and word formation. Staff strongly promote children's language and communication skills. For example, they ask very well-considered questions to deepen children's understanding of pirates and the sea in their exciting role play. Resources for all children are bright, colourful and very engaging.

### Personal development, behaviour and welfare are outstanding

Children are helped to be gentle and thoughtful towards others. For example, they follow the staff's excellent example when they handle the pet giant African snail and investigate the spirals on its shell with their magnifying glass. They listen carefully to others and learn to play well together. They follow the playground road signs, for instance, when they ride their tricycles and cars so that they keep each other safe. Staff make excellent use of songs and rhymes to help children contribute to taking good care of themselves and their environment. For example, children cheerfully join in the 'Tick, tock, wash hands' song to prepare for snack and lunchtime. Parents comment on how much their children enjoy the excellent healthy lunches.

### Outcomes for children are outstanding

Children are extremely well prepared for starting school. Babies make strong progress in developing their physical skills, such as crawling and climbing, and develop a good awareness of each other. Children count accurately and make very good progress in developing their early adding and subtraction skills to 20 and beyond. Children develop imagination and curiosity in their creative play in the 'fairy garden', for example.

## Setting details

<b>Unique reference number</b>	EY286642
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10117630
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	The Partnership of Dr Des Breen and Mrs Karen Breen
<b>Registered person unique reference number</b>	RP535302
<b>Date of previous inspection</b>	31 January 2014
<b>Telephone number</b>	0114 2309148

Redmires Lodge registered in 2004. The nursery employs 18 members of childcare staff who all hold an appropriate childcare qualification at level 3 or higher, including four staff with early years degrees. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

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