

Inspection of Coumes Spring Children's Centre

Coumes Spring Children's Centre, Naylor Road, Oughtibridge, Sheffield, South Yorkshire S35 0HG

Inspection date: 1 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are provided with a learning environment which they find interesting and challenging whether they are inside or outside. There is a wide variety of resources, equipment and activities for children of all ages and stages to choose from. Children are confident and show no hesitation as they choose what they want to do. Staff are observant and know when to become involved in children's play. They engage older children in purposeful conversation and challenge younger children to name the different colours they can see. Staff in the baby room provide a sense of security to babies as the inspector talks to them. Babies gradually include the inspector in their play and babble to her as they continue to move forward with their social skills.

Children are happy and settled. Older children say they enjoy attending after a day at school. They develop strong friendships and invite each other to their parties outside of the setting. Children are expected to behave well and staff give clear messages to children about behaviour that is not acceptable. For example, when staff observe children arguing over a toy, they get down to their level and ask them to explain what has happened. Staff take time to help children understand that the toys are for everyone to share and they must wait until their friend has finished with a toy.

What does the early years setting do well and what does it need to do better?

- This was a priority inspection following a risk assessment after receiving a notification from the provider of a significant event. They notified Ofsted immediately to report that an older child in their care had been able to leave the premises for a short period of time without being noticed. The provider took swift action to minimise the risk of this reoccurring. The security of the premises and the arrangements for the supervision of children have been fully reviewed. The provider met their legal requirements by notifying parents and Ofsted.
- Leaders and managers work closely with parents, schools and outside agencies. This helps them to ensure that children receive the additional support they need to make good progress. Staff say they are well supported in their professional development. They visit nearby centres of excellence to help them improve their practice. This has had a positive impact on how they promote children's communication, language and literacy skills. Although staff promote basic mathematics within the setting, such as counting, the programme for extending children's mathematical development even further is not consistently implemented.
- Children are eager to join in group activities that help them to focus their attention and listen carefully. They quickly become engaged at 'bucket time', where they need to sit, watch and listen without touching. Staff show children

different items from inside the bucket, such as a spiral ball and a robot. They use key words and sign language to describe what is happening. Children are excited and do their very best to follow the rules.

- Staff plan a wide range of experiences for children outside their immediate learning environment. Last year was the first trip to a theatre for a lot of the children. Staff took children there by bus and tram, and children enjoyed the show so much plans are firmly in place to return this year. Children plant and tend flowers and vegetables and happily donate some to the local harvest festival.
- Parents are keen to be involved in their children's learning. They value the different ways they learn about their children's progress. For example, they are offered parents' evenings, daily discussions with staff and access information online. However, some parents are not provided with enough information about their children's transition to another room. This leaves them unsure whether it is the best move for their children's development.
- Parents are invited into the setting to talk to children about the jobs they do, such as a dentist, police officer and vet. Children also meet their local community officer and fire officer. This helps to broaden children's ideas and expectations of what they can do in the future.

Safeguarding

The arrangements for safeguarding are effective.

The provider and her staff team keep their safeguarding knowledge up to date. They understand what procedures to implement should they feel that a child is at risk of harm or abuse. They have a good knowledge of who to contact if they need to refer any concerns about a child. The provider and her staff are aware of the wider child protection and safeguarding issues, such as radicalisation, extremism and grooming. The setting is secure.

What does the setting need to do to improve?

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

- reflect on how staff communicate sensitive decisions to parents and help them understand why these steps are taken, particularly in relation to children transitioning to another room
- extend the programme for mathematics to consistently support children to make the best possible progress in this area of learning.

Setting details

Unique reference number	403682
Local authority	Sheffield
Inspection number	10065766
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 to 11
Total number of places	46
Number of children on roll	107
Name of registered person	Bryan, Julia Patricia
Registered person unique reference number	RP907998
Telephone number	0114 2862100
Date of previous inspection	10 July 2015

Information about this early years setting

Coumes Spring Children's Centre opened in 1996 and is managed by an individual owner. The setting employs 22 members of childcare staff, including two apprentices. Of these, 20 hold appropriate early years qualifications at level 3, including one with qualified teacher status and one with early years professional status. The setting is open all year round from 8am to 6pm, Monday to Friday, except bank holidays and Christmas. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- The inspector completed a learning walk with the room leaders.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to the provider, staff and children. She also spoke to the children who attend after school.
- The inspector looked at training certificates, suitability checks and action plans arising from risk assessments.
- The inspector spoke to parents and took account of their views.

We carried out this inspection 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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