

Inspection of Todwick Early Years Ltd

School Grounds, Kiveton Lane, Todwick, Sheffield, South Yorkshire S26 1HJ

Inspection date: 13 November 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 thrive at the nursery and all aspects of their development are carefully nurtured by staff. The learning environment is thoughtfully planned to stimulate children's curiosity and imagination and to challenge their learning. Children show high levels of confidence and independence as they move around the nursery and lead their own play. Staff have very high expectations of what all children, including the youngest, can do for themselves.

Children feel safe and secure during their time at the nursery. They are excited to come to the nursery to see their friends and quickly become absorbed in their play. Children enjoy simple daily routines and confidently talk to other children and staff. They behave well and staff provide sensitive support for younger children who are learning to manage their behaviour.

The manager is ambitious and has a clear vision for the nursery. Her passion for providing high-quality education is shared by staff. The manager thoroughly evaluates the nursery and has successfully improved how staff plan and support children's learning. She is in the process of embedding incisive evaluations of staff's interactions with children to further improve the quality of teaching.

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

- The nursery provides a carefully planned curriculum that successfully challenges children's learning through play. Resources have been meticulously selected and thoughtfully presented to help children build and refine skills over time. Children are enticed to experiment with real-life tools and everyday objects. For example, they find out how nuts and bolts work, use guttering as car ramps and explore kitchen weighing scales. They become engrossed in this play and quickly develop the strength and coordination they need to be successful.
- Children's independence is a key focus across all aspects of the nursery and staff help them learn to solve problems. Older children decide to wash the sand from their spades and staff help them find ways to get the water they need. Staff are on hand to support younger children and build their resilience. Children are determined as they learn how to squeeze out the paint they want and prepare their own fruit at snack time.
- Partnerships with parents are very strong. Staff use a wide range of different ways to engage parents in children's learning at nursery. They regularly gather detailed information from parents about what children are doing at home. Parents are well informed about their child's progress and the variety of activities happening in the nursery. Children are thrilled to take books home to share with their families.
- Children confidently express their ideas to staff. Younger children use gestures

and their first words to show staff the spider they have found. Older children build complex sentences to describe to staff what toys they are looking for. They give instructions to staff about their games and share ideas with their friends. Staff make good use of their interactions to add new vocabulary and ideas.

- Staff and the manager carefully check children's learning to make sure they are making good progress. They have added additional resources and discussed strategies they can use to improve the support they provide for children's mathematical development. Any concerns about children's development are quickly identified and addressed by staff.
- The nursery has close links to the local school. Teachers visit children before they start at school to help get to know them. Parents are very pleased that children develop the skills and knowledge that will help them in their next stage of learning.
- The manager has worked with staff to successfully reduce the burden of planning for children's learning. They now spend more time with children and respond quickly to children changing needs and ideas. The manager is now embedding ways of helping staff to become highly reflective practitioners. She has identified the need to build their confidence and raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a good understanding of how to keep children safe. They know how to recognise the signs that a child might be at risk of harm. There are clear procedures in place to record any concerns staff have about children's welfare and the manager carefully monitors these. All leaders understand how to recruit staff safely and make sure they are suitable to work with children. They know how to respond if an allegation is made against a member of staff.

What does the setting need to do to improve?

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

- make better use of incisive evaluations of staff's practice to raise the quality of teaching to the very highest level.

Setting details

Unique reference number	EY292653
Local authority	Rotherham
Inspection number	10071861
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	2 to 10
Total number of places	26
Number of children on roll	82
Name of registered person	Todwick Early Years Ltd
Registered person unique reference number	RP524884
Telephone number	01909773494
Date of previous inspection	23 November 2015

Information about this early years setting

Todwick Early Years Ltd registered in 2004. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and three hold level 3. The nursery opens Monday to Friday from 7.30am to 6pm, during term time only. It offers a before- and after-school club for children who attend the local school. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Byers

Inspection activities

- The manager showed the inspector around the nursery. She explained to the inspector how staff provide a broad curriculum for children and plan for their learning.
- The inspector completed two joint observations with the manager. She evaluated the quality of teaching and learning with the manager.
- Parents spoke to the inspector and shared their views of the nursery.
- The inspector spoke to staff and reviewed the nursery's safeguarding procedures. She viewed relevant documentation, including staff's qualifications and evidence of the suitability of adults working with children.
- The inspector held a meeting with the manager and the other directors of the nursery.

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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