

# Inspection of Anston Stones Early Years

The Parish Hall, 15a Ryton Road, North Anston, SHEFFIELD S25 4DL

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Inspection date: 22 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happily and quickly settle, showing curiosity and eagerness to explore. Staff greet them warmly, follow their lead in play and sensitively join in. Children show that they feel safe in the setting. For instance, they talk with confidence to visitors about what they enjoy doing. Children behave well and use good manners. They are kind and caring to each other. This helps them to develop social skills in readiness for school.

All staff are enthusiastic in their roles and committed to the children and the setting. They provide an inclusive environment where children learn about the differences and similarities between themselves and wider communities. For example, children relish looking at postcards linking different countries to the world map. Staff celebrate children's individuality and reassure children that it is alright to be different using the 'different board'. Children enjoy receiving praise for their achievements, which boosts their self-esteem.

Staff are well qualified and eager for children to achieve. They provide a wide variety of activities to ignite children's thirst for learning. Children are self-assured, inquisitive and enjoy exploring the day's activities. Parents comment about how friendly and welcoming staff are and how they are regularly kept up to date with their child's progress.

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

- Staff create a well-planned environment that covers all areas of learning within the curriculum. The recent changes to planning have enabled them to focus on observing children to see what they can do and need to learn next. For example, gaps in children's learning of mathematics have been addressed by the creation of a construction area. Children enjoy exploring the different shapes and sizes of the materials they use to build structures.
- Staff have effective partnerships with parents and other professionals involved in the children's care and learning. They inform parents of the achievements their children make and talk to them on a daily basis about what they have done. Staff share ideas with parents about how they may support children's ongoing learning at home. Children eagerly choose books to take home to help them develop a love of reading.
- Staff know children well. They regularly assess the achievements children make in their learning and development. Staff recognise when further support may be needed to help children to develop and thrive. Children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- The manager and staff collect the views of others so they have an accurate

picture of the setting's strengths and areas for development. They have plans in place to develop the outdoor area further to support children who prefer to learn outside.

- Staff support older children's communication and language skills well. They engage older children in conversations, developing their listening and social skills. Staff provide a running commentary during activities and routines to reinforce children's understanding through effective strategies, such as repeating words and using sign language.
- Children enjoy plenty of fresh air and physical exercise outdoors. They negotiate space well as they ride tricycles and balance on push-along scooters. They particularly enjoyed a visit from an England ladies football team player to do activities on the large adjoining field.
- The manager and staff have systems in place to monitor and support each other to develop their practice. However, some staff do not consistently recognise opportunities to extend children's learning during play.
- Staff know children well and quickly meet their individual needs. For example, they provide comfort for younger children to help them to settle. However, when younger children are happy and engaged in activities, they sometimes use dummies. This restricts them from fully joining in conversations and developing early speaking skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their roles and responsibilities. They can identify signs that would give them cause for concern about a child's welfare. Staff understand the procedures to follow to refer any concerns in order to ensure that children are protected from harm. They undertake safeguarding training and receive regular information updates to ensure their knowledge remains up to date. They know how to work with the local authority should there be an allegation about a member of staff. Staff complete relevant documentation to ensure the safety of children, including risk assessments and accident records.

## **What does the setting need to do to improve?**

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

- extend the existing systems for supervision and monitoring of staff's teaching to enable staff to extend children's learning to the highest level
- support younger children further to engage in discussions so that they develop good conversational skills.

## Setting details

<b>Unique reference number</b>	303254
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10072783
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Anston Stones Early Years Committee
<b>Registered person unique reference number</b>	RP911359
<b>Telephone number</b>	01909 564495
<b>Date of previous inspection</b>	13 January 2016

## Information about this early years setting

Anston Stones Early Years registered in 1970. The pre-school employs eight members of childcare staff, all of whom hold an appropriate early years qualification at level 2 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until midday. Additional sessions are offered on Monday and Tuesday, including a lunch club from midday to 12.30pm and an afternoon session from 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ruth Moore

## Inspection activities

- The inspector and the deputy manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the deputy manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager of the pre-school.
- The inspector spoke to a number of parents during the inspection 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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