

# Inspection of Wales Childcare Partnership

c/o Wales Primary School, School Road, Wales, Sheffield, South Yorkshire S26 5QG

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Inspection date: 15 January 2020

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children are extremely happy and curious and very well behaved. The nursery provides a bright, stimulating and highly motivating environment for all children to learn and develop. Staff work extremely well as a team. They provide activities which capture children's interest with stimulating and thought-provoking resources. For instance, children dress as builders in the outdoor construction site and use life-sized toy bricks to create imaginative buildings. Children are physically challenged when they climb trees and chase through willow tunnels in the richly resourced outdoor play areas. Children show kindness and consideration towards others. They acquire high levels of independence from developing their own imaginative play to creating snacks for themselves. Children are very well prepared for the next stage of their education, including starting school. Children feel safe and confident. They mix happily and well with adults and other children. Staff build strong bonds with parents, which underpins children's confidence and sense of well-being. The manager has very high expectations and is ambitious for every child to reach their full potential. She sets a positive example for all staff in her thoughtful, thorough and efficient approach. As a result, staff morale is very positive and standards of teaching and learning are high.

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

- The experienced and well-qualified manager provides exceptionally clear and passionate leadership. She is strongly supported by her well-established senior staff. All staff have very clear roles and responsibilities and are provided with time and support to fulfil them. Staff are particularly well supported to access a wide range of training opportunities and share their skills efficiently. New initiatives, such as changes to assessment and planning procedures, are fully embedded and systematically evaluated. This ensures they have the maximum positive impact on children's learning.
- Staff know the children extremely well. Thoroughly well-planned and considered induction procedures help new children to settle smoothly into the nursery's routines whenever they start. Staff gather very detailed information from parents to ensure that they know children's individual interests and needs securely. This enables them to plan for each child's future learning and care.
- Parents fully recommend the nursery. They comment on the excellent communication they receive on children's progress and guidance to support their learning at home. They particularly appreciate how happy and eager to learn their children are, including those with special educational needs and/or disabilities. Parents contribute to the life of the nursery. This includes supporting children to learn about different cultural traditions such as cooking, food tasting, dressing up and role-play activities.
- Staff thoroughly plan for children's learning across all areas of development.

They closely observe children's achievements and identify their interests to plan activities. They make sure that learning for all children is consistently developed and regularly reinforced. For example, children build their investigative and scientific skills from planting seeds, observing plants grow and using the vegetables in snacks and soups.

- Staff bring learning to life through many magical 'wow' moments. For example, children search for large twigs and branches to use as drumsticks on tyres and logs. They experiment with high, low, loud and soft sounds before going on a 'bear hunt' to create more noises and actions.
- The manager uses additional funding well to have a lasting impact on children's achievement and address any gaps in their learning. She ensures that staff receive training on, for example, children's emotional needs or sign language, to meet children's current and future needs.
- Staff are consistently kind and gentle role models to children. They warmly praise children and value their work in exciting displays and comprehensive learning diaries. Staff help children to explore their emotions and learn to be tolerant of others.
- Staff promote children's communication skills exceptionally well. They develop children's speaking skills through, for instance, personal, animated and engaging conversations and questions. Good-quality children's books, rhymes and stories are at the heart of many of the activities planned for children. Stories are very well told and capture children's imagination.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures staff are well trained in child protection procedures and wider safeguarding issues. She holds frequent safeguarding discussions at staff meetings and makes certain staff access the latest training. She regularly tests their knowledge and understanding through spot checks, quizzes and staff meetings. Staff have a very clear knowledge of the signs of abuse and neglect and how to report them. Robust policies and procedures reflect expectations of the local authority and are fully available to parents.

## Setting details

|                                                  |                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                   | EY259375                                                                          |
| <b>Local authority</b>                           | Rotherham                                                                         |
| <b>Inspection number</b>                         | 10131568                                                                          |
| <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>                     | 2 to 11                                                                           |
| <b>Total number of places</b>                    | 40                                                                                |
| <b>Number of children on roll</b>                | 199                                                                               |
| <b>Name of registered person</b>                 | Wales Childcare Partnership Committee                                             |
| <b>Registered person unique reference number</b> | RP906630                                                                          |
| <b>Telephone number</b>                          | 07425 134515                                                                      |
| <b>Date of previous inspection</b>               | 13 October 2015                                                                   |

## Information about this early years setting

Wales Childcare Partnership registered in 2003. The provision employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including two at level 5. The playgroup operates Monday to Friday from 8am until 3.15pm during term time. The out-of-school club club operates from 8am until 9am and from 3pm until 6pm during term time, and 8am until 6pm during school holidays. The provision provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

## Inspection activities

- The inspector and the manager completed a learning walk of the nursery. They discussed the curriculum resources and activities provided for the children.
- A joint observation of an activity was completed by the inspector and the manager. They discussed the quality of teaching and the impact on children's engagement, learning and achievement.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Documentation was viewed by the inspector, including a sample of policies and procedures, staff suitability checks and qualifications.
- The inspector spoke to parents and carers 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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