

Inspection of Burngreave Just For Kidz

269 Pitsmoor Road, Sheffield, Yorkshire S3 9AS

Inspection date: 11 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children separate from their parents confidently and are keen to play with their friends. Staff provide a warm, nurturing environment for children and show genuine care for their well-being. They provide support to families and are starting to welcome parents back into nursery, since the restrictions due to the COVID-19 pandemic have eased. This has had a positive impact on communication with parents and promotes consistency for children. Children are enthusiastic to come into nursery and show that they feel happy and safe with staff. They are keen to explore their surroundings and begin to develop good levels of self-confidence.

Children are eager to learn. They enthusiastically fill containers with flour and persevere when using digging utensils. Children show good physical endurance as they play in the enabling environment outside. For example, they excitedly bang hanging pans. Children show high levels of confidence as they greet visitors and are well behaved. They follow familiar routines at the setting and demonstrate good listening and attention skills. For example, children sit on the carpet at group time and join in with songs and familiar rhymes.

Most children who attend this nursery come from diverse cultural and ethnic backgrounds. Staff have high expectations for all children to achieve and do well. They treat each child as an individual and provide an inclusive environment. For example, staff encourage parents to provide key words in their child's home language and to share special celebrations.

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

- Children's language and communication are well promoted across the setting. Children participate in lots of singing and story time routines. In addition, staff talk and sing to children during daily care routines, such as at nappy changing times. This helps to promote children's speech development.
- The curriculum for children is interesting and exciting. Staff provide opportunities for children to broaden their experiences and build secure foundations for their future learning. For example, staff focus on helping children to become independent in their self-care from an early age.
- Staff support children with special educational needs and/or disabilities exceptionally well. They are knowledgeable about children's individual needs. Staff have effective strategies in place to identify gaps or potential delays in children's development. The special educational needs coordinator takes swift action to provide intervention at the earliest opportunity. Staff use additional funding to support children's development. For example, they use visual aids to support children's early communication skills and understanding of daily routines.

- Staff have very close relationships with children and meet their care needs effectively. For instance, staff who work with babies know their routines for sleeping and when they will become hungry. They soothe babies who have just woken up and provide cuddles for reassurance. Older children know they can go to staff to ask for help and show confidence in their own ability.
- Staff plan the environment so that children can freely access activities of their choice, such as play dough, puzzles, construction and role play. Children are motivated learners who are confident to express their wishes.
- Children make good progress in their learning. They experience quality interactions and a wide range of learning opportunities. However, staff do not consistently react and respond to children's ideas. On occasions, they do not challenge and extend children's learning and thinking skills further.
- Staff know their key children well. They agree individual support plans with parents to support their children's development. However, professional development opportunities for staff have not yet been extended to ensure that staff consistently share precise information with parents about their children's development.
- Parents speak very highly of the nursery and feel included in their child's learning. Staff gather information about children's abilities when they first start. The manager and staff have communicated well with parents throughout the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The manager is the designated safeguarding lead for the nursery. She is supported in this role by her deputy, who has also completed lead safeguarding training. Staff have a good awareness of their roles and responsibilities to safeguard children, including the broader aspects of safeguarding. They have undertaken suitable child protection training. Staff know that if they are worried about another member of staff's behaviour towards children, they must report this without delay to the local authority designated officer. Staff complete regular child protection and paediatric first-aid training, so that their knowledge remains current. The manager follows safer recruitment procedures to ensure the suitability of staff and takes steps to assess their ongoing suitability.

What does the setting need to do to improve?

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

- support staff to develop children's thinking skills, and consistently scaffold, challenge and extend children's learning during activities
- extend staff's professional development to help them consistently share precise information with parents about their children's development.

Setting details

Unique reference number	EY555314
Local authority	Sheffield
Inspection number	10174358
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 5
Total number of places	70
Number of children on roll	62
Name of registered person	Just For Kidz UK Ltd.
Registered person unique reference number	RP901712
Telephone number	01709234154
Date of previous inspection	Not applicable

Information about this early years setting

Burngreave Just for Kidz registered in 2017 and is located in Sheffield. The nursery employs 12 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one at level 4, six at level 3, and one at level 2. The nursery opens all year round from 8am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector and the manager conducted a joint observation of an activity.
- Discussions were held with the staff and children at appropriate times during the inspection.
- Parents' views were taken into account through verbal and written feedback provided.
- The inspector looked at relevant documentation, including evidence of the suitability of staff and managers.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022