

Inspection of Marsh Lane Under 5's

Marsh Lane Community Association, Community Centre, Main Road, Marsh Lane,
SHEFFIELD S21 5RH

Inspection date: 1 April 2022

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 demonstrate that they feel safe and secure at the setting as they happily arrive in the morning, place their water bottles in the box and hang their coats up. They soon find their friends and eagerly explore the activities provided.

Children respond to the high expectations staff have for them and are confident, independent learners. They independently go to the toilet, wash their hands and choose if they would like to play inside or outside. Younger children are supported to make 'snips' in the paper, as they develop their small hand muscles and control to use the scissors like their older peers.

Children have control of their learning and are fully supported to follow their own ideas and interests. Consequently, they have positive attitudes to learning and remain engaged in their chosen play activities for significant amounts of time. Children choose what they want to play with, even if it is not out, and staff respond quickly to their needs. For example, children who are painting ask for different coloured paint and a tray. Staff quickly accommodate this and support them to start mixing their own colours. This enhances children's painting activity and engages them further as they, for example, discover what colours they need to make orange.

Children develop a love of books as they share and bring stories to life with staff. They recreate a traditional story, with each child taking on their own character and waiting in their 'house' with sheer excitement and anticipation for the 'wolf' to blow their house down.

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

- The manager is a good role model and works closely with the staff team. They meet twice a week to discuss practice, children and activities. The manager provides 'catch-up meetings' and appraisals for all the staff. However, these do not focus sharply enough on individual teaching performance and the curriculum to help with raising the quality of teaching across the pre-school.
- Children with special educational needs and/or disabilities (SEND) or who require extra help are supported exceptionally well. The setting SEND coordinator, who is responsible for supporting children and families with SEND or additional needs, is extremely passionate about making a difference to the children she works with. She works closely with other professionals, families and the staff team. There is a well-embedded and joined-up approach to supporting children. Consequently, children make at least good progress and any gaps in development are closing.
- Staff know the children in depth and implement an effective curriculum. They

provide activities that match and support children's interests. Staff are clear about how to support children's next steps in learning and skillfully weave these into children's play. For example, children who stand back a little and watch are sensitively spoken to by staff and encouraged to join in with the activity. This helps to build on children's self-esteem, confidence and social skills.

- Children are provided with opportunities for fresh air and exercise daily. Despite the outside space being very small, staff utilise their surroundings and community and visit the local park, open spaces and allotment to provide children with further opportunities to be physically active.
- The atmosphere in the pre-school is calm, productive and happy. The manager is reflective and evaluates the effectiveness of the setting. Together with the staff, they use what they know about children to make changes to the environment to ensure it meets the needs of all children attending. The manager and team are proactive at seeking the views of parents and try to accommodate these where they can. This helps parents and children to feel valued and a part of the pre-school community.
- Staff relationships with children are strong and supportive. They model how to share and be kind. Children have good attitudes to learning. They are confident and behave extremely well. Older children are becoming adept at resolving their own conflicts. For example, when two older boys want to use the same tool, without any guidance they work out between them how they could share this tool fairly. Children are learning the skill of being able to regulate their own emotions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children from harm. They have a good knowledge of the signs and indicators of abuse and wider safeguarding issues. All staff are confident and know how they would report any safeguarding concerns. Staff know what to do if they have concerns about the conduct of a colleague. The manager implements safe recruitment procedures and undertakes the necessary checks to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- sharpen the focus on supervision to enhance individual staff's teaching performance and their knowledge of the curriculum, to help with raising the quality of teaching across the pre-school.

Setting details

Unique reference number	206814
Local authority	Derbyshire
Inspection number	10072532
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	30
Name of registered person	Marsh Lane Under 5's Committee
Registered person unique reference number	RP522178
Telephone number	07707 502578
Date of previous inspection	27 June 2016

Information about this early years setting

Marsh Lane Under 5's registered in 1992 and is situated in Sheffield. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm on Monday and Thursday, 9am until 3pm on Tuesday and Wednesday, and 9am until midday on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The inspector completed a learning walk with the manager to discuss how the provision is organised
- The inspector observed children playing and learning, and talked to children and staff at appropriate times.
- A joint observation of the quality of teaching was conducted and evaluated by the manager and the inspector.
- The inspector spoke to parents available on the day to gain their views of the setting.
- The inspector held discussions with the manager throughout the inspection, discussed safeguarding arrangements and viewed documentation, such as staff certificates and suitability to work with children.
- 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 provider.

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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