

Inspection of Elmore Kindergarten - Broomhill

Elmore Kindergarten, 26 Marlborough Road, Sheffield S10 1DB

Inspection date: 12 April 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 arrive with enthusiasm. They enjoy a warm, friendly greeting by the staff and show that they feel happy and safe. Children demonstrate a strong sense of belonging as they hang up their things and settle in quickly. They choose independently from the selection of good-quality, age-appropriate resources that are planned well to meet their interests. Younger children make paper planes together and hunt for animals in straw. Older children make bead necklaces and proudly show off their creations.

Staff work well as a team and act as good role models for the children. They have high expectations and skillfully support children to follow the rules. Children behave well and show a high regard for one another. They are happy, self-assured and interact freely and enthusiastically with each other and staff. Children enjoy making dough and talking about the birthday presents they have been given.

Children develop good coordination as they participate in a range of physical activities and play with enthusiasm. For example, babies move their bodies to the rhythm of the songs at group time. Older children sing mathematical counting songs and carry out breathing exercises to make them calm before lunch.

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

- Staff continually identify what children know and can do. They understand the importance of sequential learning and have a good knowledge and understanding of the different ways that children learn. Staff use this and children's interests to ensure that they consistently provide challenging activities. All children, including those who speak English as an additional language, develop good skills that help them to be ready for the move on to the next stage in their education.
- Staff use a variety of techniques that encourage children to talk and express themselves, so that their language and communication skills are enhanced throughout the day. Older children identify what makes them happy or sad during group time. They are reassured by sensitive staff who praise them for what they have been doing during the morning.
- Members of the relatively new management team are supported to carry out their roles and responsibilities by the providers. Collectively they lead a team of staff who are enthusiastic in providing good learning opportunities and experiences for children. They regularly reflect on practice to ensure that the continuous improvements made benefit children's learning. The workload and well-being of the staff are taken seriously by the management team. Staff have opportunities for continual development to build on their current teaching skills and to support individual children.

- Qualified and experienced staff quickly identify and support children with developmental delay. Staff work closely with other professionals, and children receive good support in a timely manner to help them catch up with their peers. All children, including those with special educational needs and/or disabilities, make secure progress from their starting points.
- Staff teach children to independently manage their personal needs and understand and adopt good hygiene practices. Children learn to manage tasks for themselves, such as putting on their coats. Very young children are encouraged to recognise when they need a tissue for their noses. Older children set the table for lunch and serve themselves.
- Parents' comments are positive. They appreciate the friendliness of the staff team and how they are supported. Parents initially provide information about what their child knows and can do. Staff and parents then continue to share information regularly. However, not all parents are provided with as much information as possible about how they can best support their child's learning at home.
- Children relish making Easter cards. They eagerly talk about chicks and rabbits and write their names. Children gain some awareness of similarities and differences in society. However, staff do not fully promote children's awareness of cultures, traditions, beliefs and families outside their own experience.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. Staff are aware of their duty to prevent children being drawn into situations that put them at risk. There are effective recruitment and induction procedures in place to ensure staff's suitability to work with children. Leaders and staff ensure that the environment is clean, safe and secure for children.

What does the setting need to do to improve?

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

- expand the information provided to all parents about how they can support their child's learning at home, so that children make the best possible progress
- extend staff practice for raising children's awareness of cultures, traditions, beliefs and families outside their own experience.

Setting details

Unique reference number	2637792
Local authority	Sheffield
Inspection number	10236869
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	0 to 4
Total number of places	62
Number of children on roll	115
Name of registered person	Marshall, Richard Graham
Registered person unique reference number	RP905099
Telephone number	01142684866
Date of previous inspection	Not applicable

Information about this early years setting

Elmore Kindergarten - Broomhill re-registered in 2021 and is situated in Sheffield. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Moore

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 provider.
- The inspection was carried out unannounced following the risk assessment process.
- The inspector and the 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 nursery 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 nursery manager.
- 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.

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