

Inspection of Kingswood Day Nursery

Furniss Avenue, Sheffield S17 3QP

Inspection date: 16 June 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 are happy to attend the setting and are welcomed by staff as they enter. Children benefit from a highly ambitious curriculum, overall. They engage in stimulating activities throughout the day, that are planned around their interests and to enhance learning. Babies enjoy hand painting and using food items to print on paper as well as dressing up and are well supported with effective care routines. For instance, their early stages of independence are promoted with encouragement of drinking from cups without lids and the use of cutlery at mealtimes.

Toddlers and pre-school children enjoy sensory activities, such as spaghetti 'worms' coloured with pink food dye and shaving foam ice-cream making. Children sit quietly and listen to stories that are read by enthusiastic staff, who use puppets and visual prompts to support learning. Children are well behaved and demonstrate a secure understanding of the routines of the day. For example, they tidy up after various activities and queue for the toilets and wash their hands. Children's independence skills are promoted throughout the setting. This becomes apparent when babies self-select resources and toys, and toddlers and pre-school children self-serve their lunch. Children are encouraged to assess their own risks and reflect on their capabilities. For example, a child was able to stand on some small steps to reach the tap to wash their hands, turn the tap off and then climb down the steps. Children demonstrate positive behaviour by helping their peers, taking turns to access equipment and share resources.

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

- The setting has a strong ethos of supporting children's independence and resilience. There is a particular focus on developing effective communication and language skills. Children engage in conversations with members of staff and their peers. Each room have a 'word of the month' system, whereby words are chosen that are given specific focus and are used regularly and in conjunction with activities to embed learning and understanding. For example, the words 'jump' and 'smooth' were being promoted and children were encouraged to jump outside and sing songs that included the word as well as asking children to describe the textures of objects that were smooth.
- Staff carry out regular observations and, overall, have a good understanding of where children are in their learning. However, some staff are less confident and do not always have detailed knowledge of what children can do. For example, some staff cannot confidently identify specific gaps in children's individual learning, therefore, next steps in learning are not always securely planned for.
- Parent partnerships are strong. Staff gather relevant information about the children from parents during settling-in sessions and use this information to support children when they attend. Staff communicate extremely well with

parents daily and regularly share updates on children's progress. They send out regular newsletters, reports and have parents' meetings to ensure there is always a two-way flow of information. Parents say they feel supported and involved in their child's learning journey and remark that they are very content knowing their children are happy and being looked after well.

- Staff set out activities for children that are stimulating and engaging. Staff position themselves around the environment to ensure children are well supported. Staff are very warm, welcoming and approachable towards the children. They engage in conversations with children that promote fun and laughter as well as their communication skills.
- Managers are extremely effective in providing children with an engaging and well-equipped learning environment. Managers also ensure that children are given a broad range of learning experiences that effectively supports children's learning between the indoor and outdoor spaces, and they choose which activities to involve themselves in. Children play with a wide range of resources. For instance, each room has an area for children to access a collection of stories and factual books. Staff also read to the children and interact throughout the story. For example, staff ask the children to be a troll or a billy goat during the 'Three Billy Goats Gruff' story.
- The setting presents and promotes children's independence throughout and allows children to make choices and decisions. For example, groups of children are given small cubes to represent their vote, when asked which activity they would like to do. Staff explain to the children that the activity with the highest amount of cubes is the one that will be presented.
- Children are encouraged to understand their self-identity and have peg labels and nursery room photos to promote this. Children are able to select their label by their photo or typed name and position it on a peg of choice as they arrive each day.
- Managers are effective in supporting staff in their roles by carrying out regular supervisions and discussing development and training requirements and wishes. Managers work hard to reflect on practice and make changes and improvements to the setting when necessary. Managers are also continually striving to deliver high-quality care and ensure that staff have up to date knowledge to support their roles.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are aware of their responsibilities to keep children safe and secure. They have a good understanding of potential signs that may indicate a child is at risk of harm and how to seek help to protect them. Managers and staff understand the importance of keeping accurate records and documentation. They hold regular updates in staff meetings and staff have access to ongoing training to develop their understanding of safeguarding issues. The management team carries out robust recruitment procedures and ensures that staff are suitable through vetting checks.

What does the setting need to do to improve?

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

- ensure all staff have a good understanding of where children are in their learning in order to support them make the best possible progress.

Setting details

Unique reference number	EY551209
Local authority	Sheffield
Inspection number	10190061
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 5
Total number of places	60
Number of children on roll	121
Name of registered person	Early Years Care & Education Ltd
Registered person unique reference number	RP551205
Telephone number	0114 2353322
Date of previous inspection	Not applicable

Information about this early years setting

Kingswood Day Nursery re-registered in 2017. The nursery employs 24 members of staff. Of these, 19 hold appropriate early years qualifications at level 2, or above with 3 staff members holding a level 6 qualification. The nursery opens from Monday to Friday, all year round, from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Briggs

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 inspector completed a joint observation of a planned activity with the manager of the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held discussions with parents and children at appropriate times during the inspection and took account of their views.
- The inspector spoke to staff and held a meeting with the nursery management team as well as looking at a sample of the setting's documents.
- The inspector had a learning walk tour of the nursery and held discussions with the manager about how they promote children's learning.

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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