

Inspection of Killamarsh Village Day Nursery And Pre-School Limited

Sheepcote Road, Killamarsh, Sheffield, South Yorkshire S21 1DU

Inspection date:

19 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the nursery. They are greeted warmly at the door by the friendly staff, which helps children to settle quickly. Children are developing a love of books, which staff have thoughtfully placed throughout the nursery. They cosy up to staff members and listen with interest as stories are read to them. Toddlers eagerly name what they can see in the pictures and excitedly lift the flaps to uncover which animal is hiding underneath. Pre-school children recall familiar stories and readily comment on what will happen next.

Children are developing their social skills and are learning to make friendships. For example, toddlers kindly invite others to join in with a pretend picnic on the carpet. Pre-school children work together to create their own restaurant outdoors. They take turns cooking the food and serve customers different-flavoured milkshakes. However, children's behaviour is not always appropriate or managed consistently. For example, some pre-school children display unwanted behaviour, as they purposely throw sand in children's faces. Some children become boisterous and repeatedly tip resources over despite other children protesting. These create trip hazards, which are ignored by staff. Children are not helped to learn how to care for resources or how to engage positively with others.

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

- Managers have developed risk assessments and daily checks to identify and minimise hazards to children's safety. However, outdoors, some staff fail to complete these checks. Rainwater that has collected overnight in resources is not cleared before children commence playing. In addition, staff do not always identify and take action to minimise potential risks that arise during children's play. For example, staff do not recognise the potential risk posed by children walking around while eating food.
- Generally, younger children behave well. For example, staff encourage toddlers to share resources with others. However, staff within the pre-school room do not always address incidents of unwanted behaviour. While some staff attempt to intervene, children often ignore them, and staff do not pursue this further. Staff do not implement clear boundaries, which means children's unwanted behaviour disrupts other children in their play. This does not help children to understand their own or others' behaviour.
- Managers have an overview of the curriculum and know what they want children to achieve. However, staff do not support children's developing language and communication skills well enough. For example, staff often use too much language and present too much information to children all at once. In addition, staff often mispronounce words, which children repeat. Furthermore, quieter children are left to wander. As a result, opportunities to develop children's

communication are not being fully utilised.

- Staff support children to develop their independence skills. For example, babies are helped to use cutlery, to enable them to feed themselves. Toddlers are encouraged to wash and dry their own hands after messy play. Pre-school children hang their coats on their pegs, access the toilet themselves, and clear their plates away after lunchtime. This helps children learn to do things for themselves.
- Staff provide plenty of opportunities for children to practise their small-muscle skills. This helps children to develop the muscles they need for early writing. For example, toddlers concentrate as they use brushes to make blobs with paint. Pre-school children use scissors with confidence. Other children spread glue and take care to stick shiny stars on their pictures.
- Overall, staff develop appropriate next steps to support children's individual needs. However, these are not always consistently implemented. For example, staff discuss methods used to help pre-school children stop using pacifiers. However, staff do not consistently implement these methods. In addition, managers have provided pre-school children with toy owls to help them manage their feelings. Staff do not always make use of these owls.
- Staff provide opportunities for children to develop their mathematical skills. Pre-school children are encouraged to identify three-dimensional shapes and compare the size of boxes. Staff provide challenges and ask children to identify how many sides and corners they can see. This helps children to develop their mathematical knowledge and understanding.
- Staff understand the importance of children having daily opportunities for fresh air and exercise. All children embrace outdoor play. Staff encourage group singing games with pre-school children. Babies push dolls in pushchairs, and toddlers are helped to safely use the slide. This helps develop children's muscle strength and coordination skills.
- Staff attend supervision and regular staff meetings to discuss any issues with practice and the development of quality interactions with children. However, while staff weaknesses have been identified, time and support are needed to develop teaching and learning throughout the nursery to ensure all children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure all that staff undertake relevant training, such as safeguarding and paediatric first aid. They discuss safeguarding with staff during supervision and regular team meetings. Staff have good knowledge of the possible signs and indicators that suggest a child may be at risk of harm. This includes those who may be at potential risk of radicalisation. Staff know what procedures to follow if they have concerns, including concerns about the conduct of a colleague. The manager ensures that safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children. Parents state that they feel their children are safe and secure at the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff understand how to identify and minimise any potential hazards for children and consistently implement risk assessments	31/01/2023
ensure all staff consistently implement strategies designed to support and manage children's behaviour	31/01/2023
support staff to understand and implement the learning intentions of the curriculum, with particular regard to promoting children's language and communication development	31/01/2023
implement effective arrangements for the supervision of staff, to provide support, coaching and training in order to promote consistently good teaching and learning.	31/01/2023

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

- improve staff's knowledge on how to plan and deliver for children's identified next steps in their learning.

Setting details

Unique reference number	EY383579
Local authority	Derbyshire
Inspection number	10266087
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	87
Name of registered person	Killamarsh Village Day Nursery and Pre-School Limited
Registered person unique reference number	RP528559
Telephone number	01142488382
Date of previous inspection	22 June 2017

Information about this early years setting

Killamarsh Village Day Nursery and Pre-School Limited registered in 2008. It is located in Killamarsh, Sheffield. The nursery employs 18 members of staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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