

Inspection of Elmore Kindergarten

135A Church Street, Ecclesfield, Sheffield S35 9WF

Inspection date: 8 August 2023

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 thrive in this warm and welcoming nursery. Staff greet children as they enter the building. Children eagerly head to their room to find their friends. Staff promote positive behaviour and are good role models. They model the words 'please' and 'thank you'. Staff encourage children to share resources with their friends. Children make room on their seat and ask their friend to sit with them so that they can join in with an activity. They are very respectful of each other.

The key-person system helps children to form strong bonds with staff. Staff plan settling-in sessions for new children. They follow the home routines of young babies. Babies use staff as a source of comfort when they first start. Older children are keen to show staff what they have made and share their views with them. Staff listen and respond to children in a warm and positive way. Children feel safe and secure. Leaders and managers plan a curriculum to build on the skills children know and can do. These skills develop as the children move through the nursery. For example, children of all ages begin to learn to self-serve at mealtimes. The youngest children learn to feed themselves. Staff support toddlers to serve their food using large spoons and older children develop the skills to serve their own food and drinks. Children develop good independence skills.

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

- Children show curiosity in the environment and explore the resources. They enjoy being outside. Children run, skip and climb. Staff plan activities to strengthen the muscles in children's fingers. They introduce tools for older children to explore. Staff teach children how to use scissors effectively. Children develop the physical skills they need when they move to school.
- Staff plan opportunities for children to gain knowledge and understanding of the community. Children visit the local care home. Dentists, doctors and police officers visit the nursery to talk about their roles. Staff encourage parents to come in and share their skills. Children learn about the world around them.
- Staff plan a focus on key stories and rhymes. Children go 'on a bear hunt'. They act out the actions as they 'splish, splosh' through the water. Children join in the words and actions to the story with great delight. They look at books independently. Children lie on a bench outside as they pretend to read a bedtime story in their play. They cuddle up to staff as they listen to stories in small groups. Children develop a love of books, stories and rhymes.
- Overall, staff support language well. They often introduce new words to children in their play. However, staff do not always make use of all opportunities to introduce new language. For example, children notice the window cleaner outside. Staff do not explain who he is or what he is doing and staff do not use the name of the herbs during an activity.

- Staff promote mathematical language. They count objects and talk about the weight, size and shapes of resources. Children use mathematical language during play. They comment that the bag of flour is heavy, count how many eyes the gingerbread man needs and talk about the shape of a spoon. Children develop good mathematical skills.
- Staff provide opportunities for children to develop mark-making skills. Babies explore paint with their hands. Older children use chalks to mark and create a 'colour bench'. Children use syringes and water to make marks on the walls outside. They begin to learn to write their names, when they are developmentally ready.
- Children are curious and think about ways to solve problems. Staff support children to explore making play dough. They add flour and water to make the mixture dry and then sticky. Children notice they have too much liquid and tell their friend how to make it dry again.
- Looked after children and those with special educational needs and/or disabilities (SEND) are very well supported. Staff meet the individual needs of all children. They follow advice from outside agencies to support children's next steps. Children make good progress.
- Parents report that they are very happy with the care their children receive. They feel well informed about their child's learning and development. Parents comment that staff are very supportive to families. Children are happy and excited to attend. They tell their parents about their experiences at nursery. Parents and children have positive relationships with staff.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is safe and secure. Children cannot leave the premises unattended. Policies and procedures are in place to ensure children are safe. Staff are knowledgeable about their role and responsibility to protect children from harm. They recognise possible signs of abuse and know the procedures they must follow if they have concerns about children in their care. Staff know how to report concerns, including if an allegation is made against a staff member. Leaders make sure that staff receive safeguarding, food hygiene and first-aid training. Leaders check the ongoing suitability of staff working with children.

What does the setting need to do to improve?

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

- support all staff to identify even more opportunities to support children to widen their vocabulary.

Setting details

Unique reference number	EY495172
Local authority	Sheffield
Inspection number	10305929
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	142
Number of children on roll	138
Name of registered person	Marshall, Richard Graham
Registered person unique reference number	RP905099
Telephone number	0114 3272590
Date of previous inspection	3 April 2018

Information about this early years setting

Elmore Kindergarten registered in 2016 and is situated in the Ecclesfield area of Sheffield. The setting employs 24 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, two at level 6 and one has qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The deputy managers, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several 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.

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