

Inspection of Ellesmere Children's Centre

4 Maxwell Street, Sheffield S4 7JN

Inspection date: 17 July 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and are greeted by cheerful staff. Parents feel welcome. Staff encourage them to spend time in reception and children settle well. Children delight in exploring the multicultural and multilingual resources and information that represent them and their community. Staff explain what is available to babies and toddlers as they arrive, so that they can make choices. Staff are deployed effectively around the room. They sit on the floor and cuddle babies as they settle. Staff respond to children with care and ease.

Staff read to older children with joy, enthusiasm and clarity. The environment is peaceful and quiet. Staff give children clear expectations, such as teaching them about 'good sitting', 'good listening' and 'good looking'. As a result, children are engaged and interested. Staff skilfully differentiate and ask open-ended questions so that all children can join in. Children speculate about what might happen next. They put their hands up as they wait for their turn and hold the talking block when they speak.

Children enjoy praise and encouragement from staff and compliment each other. Staff are tuned into children's language and invite children to listen to their friends. Staff repeat children's words so that they can hear the correct pronunciation. Children develop a sense of belonging. They learn about each other and make connections between their families and friends. Children explain about their cousins and friends.

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

- Outside, staff teach older children to play games. Children listen to instructions. For example, they gleefully join in and learn the rules of games, such as 'Mr Wolf'. Children's energy levels are high. Staff support them to enjoy their excitement, then return to quiet group time between games. Children celebrate by offering 'high fives' and 'gentle high fives'.
- Younger children enjoy circle time and sing a 'hello song' to everyone. Children practise counting as they take turns to go around the circle and count each other. Staff teach babies and toddlers to recognise their feelings. For example, they lead a song and encourage children to show their happy faces. However, circle time is sometimes hurried. For example, staff say 'thank you for sharing' and move on quickly before children have truly expressed themselves.
- Children eat together at the table, and staff promote healthy choices. However, on some occasions, younger children are not seated at the table and staff do not recognise the importance of using opportunities at mealtimes to develop children's social skills and interactions.
- The key-person system is strong. Staff know children well and build strong

bonds with children. They develop excellent relationships with parents. Staff share information with parents during daily conversations and in a written report. They keep a notebook about the care of each baby. Staff identify areas to develop and offer workshops for parents on topics such as toilet training children. Parents say that this is valuable, and staff notice the impact it has on children's personal care and independence.

- The curriculum is informed by children's interests and needs. For example, staff place a focus on younger children's independence and using core stories to develop older children's understanding of mathematics, literacy and language.
- Children with special educational needs and/or disabilities and who speak English as an additional language are well supported by all staff. Staff observe children to identify their interests and next steps in development. They identify children's emerging needs. Leaders swiftly implement one-to-one support sessions, such as with a music or art therapist. Leaders work closely with other professionals and agencies to extend the support they offer. They have a vision to further develop therapeutic and transcultural practice.
- Leaders invite families into the setting. For example, they run a stay-and-play session and a fathers' group. Staff share activities and ideas that engage families and support children's learning at home. Leaders spend additional funding on resources that reflect the multiple cultures in the setting, such as dolls and books that promote diversity.
- Parents are delighted with the setting. They say that staff support their children, families and the community. Parents say that it is wonderful that the resources reflect their children. They say that this has an impact on children's well-being. Parents highlight examples, such as a poster showing different hairstyles.
- Staff say that they are happy at work and feel supported. Leaders offer staff an annual appraisal meeting and identify training opportunities for staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to understand and know that their views are valued during group activities, such as by recognising when to slow down and respond in a meaningful way
- support staff to develop mealtime routines so that all children can fully participate and have opportunities to develop their social skills.

Setting details

Unique reference number	300751
Local authority	Sheffield
Inspection number	10355476
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	1 to 4
Total number of places	50
Number of children on roll	39
Name of registered person	Ellesmere Children's Centre
Registered person unique reference number	RP520517
Telephone number	0114 2812143
Date of previous inspection	30 November 2018

Information about this early years setting

Ellesmere Children's Centre registered in 1996 and is located in Sheffield. The setting employs eight members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3, one is qualified at level 5 and one member of staff holds early years professional status. The setting opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and deputy showed the inspector the areas currently used by the setting and explained how the provision is organised.
- The inspector held a number of discussions with the manager, deputy manager and staff.
- The inspector looked at relevant documentation.
- The inspector observed interactions between children and adults.
- The deputy manager participated in joint observations of staff with the inspector.
- The inspector observed planned activities and play with babies, toddlers and pre-school children.
- The inspector spoke to 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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