

Elmore Kindergarten

26 Marlborough Road, SHEFFIELD, S10 1DB



Inspection date

6 March 2018

Previous inspection date

10 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's individuality is respected and promoted at all times. Staff know children well and ensure that they feel safe, secure and can flourish. They follow children's routines closely and adhere to their individual needs.
- Overall, staff plan a wide range of activities which motivates children to learn. Children have high levels of confidence and choose activities they wish to take part in. They play very well together and develop good-social skills.
- The manager has high expectations of her staff team. She evaluates their practice effectively and has clear plans for further development. The manager supports staff to develop their teaching practice further through supervisions and regular staff meetings.
- All children make good progress from their starting points. Children's learning is closely monitored by the management team. Any gaps in children's learning are promptly closed.
- Children are confident communicators. They express their ideas and wishes and use a wide selection of words when talking to staff and their friends. Staff use a range of questioning techniques to help develop children's good conversational skills even further.

It is not yet outstanding because:

- Sometimes, the youngest children have fewer opportunities and experiences to support the development of their senses.
- Partnerships with other providers children attend have not been fully established to complement children's learning between settings.

What the setting needs to do to improve further

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

- provide more opportunities for the youngest children to explore the world around them, helping develop their senses
- strengthen partnerships with other providers and share information to complement children's learning between settings.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as qualification certificates, self-evaluation documents and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand their responsibility to protect children from harm. They refresh their knowledge regularly through training and professional discussions at staff meetings. The management team supports staff to understand new legislation. In addition, recruitment procedures are robust. The management team checks staff's suitability both at interview and on an ongoing basis to ensure they are suitable to work with children. Staff attend training courses and cascade their knowledge to their colleagues. They have good attitudes to continuous professional development. Partnerships with parents are positive. Parents are complimentary about the staff team and the high-quality service that families receive. The manager evaluates the provision regularly. She sets clear targets for improvement and all staff work towards continuous improvement.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. The staff team is well qualified and know children well. Staff gather information about children's capabilities from parents when they start in the setting. Staff regularly observe children as they play and assess their progress. Clear next steps in learning are planned for each child to support them to make good or better progress. Staff effortlessly extend children's learning. For example, younger children explore shape sorters and staff support them to work out how to fit pieces into the correct shaped hole. They use mathematical language and children show good concentration levels. Older children make play dough. They discuss how to measure ingredients. Staff prompt children to use different verbs to describe the texture of the ingredients. Overall, all children engage in a wide range of stimulating and challenging activities.

Personal development, behaviour and welfare are good

Children behave very well. Staff are good role models and they encourage children to be kind and considerate to others. Staff praise children to encourage positive behaviour. All staff are kind and caring. They create a welcoming environment and all children are settled and happy in their care. Children's emotional well-being is promoted very well. Most staff are paediatric first-aid trained. They record any accidents to children appropriately and regularly risk assess the premises, minimising any risks identified. Children have access to a secure outside area. They develop good attitudes to exercise and healthy eating. Children thoroughly enjoy the nutritious meals provided by the cook.

Outcomes for children are good

Children are ready for school and their future learning. All children are motivated to learn and engage well with activities. They make firm friendships with each other and respect staff. Children listen well and follow instructions. Younger children begin to problem solve and older children write their names with confidence. Children have their own ideas, they are independent and manage their hygiene needs well in relation to their age and stage of development.

Setting details

Unique reference number	EY389022
Local authority	Sheffield
Inspection number	1065336
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	62
Number of children on roll	75
Name of registered person	Elmore Kindergarten Partnership
Registered person unique reference number	RP520247
Date of previous inspection	10 September 2013
Telephone number	0114 268 4866

Elmore Kindergarten registered in 2009. The setting employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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