

Elmore Kindergarten

135 Church Street, Ecclesfield, Sheffield, S35 9WF



Inspection date	3 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff are valued and extremely happy working in the setting. They feel appreciated and encouraged to develop their knowledge and skills further. The staff team is well qualified and experienced in caring for children.
- Children delight in attending the setting. They arrive with smiles and quickly part from their parents to start their day. Relationships between staff and children are strong and secure.
- All children make good progress from their starting points. Staff monitor their learning closely and reduce any differences in their development promptly.
- Staff know children very well. They use children's interests to plan stimulating activities that motivate children to learn. Children thoroughly enjoy taking part and have a good attitude to learning.
- Children develop a wide vocabulary. Staff introduce new words during play and explain to children what they mean. Children are confident communicators who express themselves well.

It is not yet outstanding because:

- The manager's systems for monitoring the progress of different groups of children are not embedded enough to sharply focus on all groups who may need further support or challenge.
- The manager does not share all priorities for improvement with staff to drive the setting even further forward.

What the setting needs to do to improve further

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

- strengthen the arrangements for comparing the progress made by different groups of children to identify all groups who may need further support or challenge
- gather and share more information about priorities for improvement with staff to drive the improvement of the setting forward.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's development records, qualification certificates, policies, procedures 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. The premises are safe and secure and staff risk assess them daily to ensure children play in a safe environment. All staff are well deployed to supervise children and ensure their safety. All staff understand their responsibility to safeguard children from harm. They keep their knowledge up to date and know the procedures to follow if they are concerned about a child's welfare. Policies and procedures are comprehensive and staff have a good understanding of them. Staff regularly meet with the manager to discuss their practice. New staff complete a thorough induction procedure to ensure they understand their responsibilities. Recruitment procedures are robust. Staff enthuse about the training they attend. Regular cluster group meetings support staff to deepen their knowledge further. The staff team has a very good attitude towards providing good-quality care and learning for children.

Quality of teaching, learning and assessment is good

Staff work closely with parents to gather information about children's capabilities on entry. They use this information to plan for children's individual needs and ensure they are challenged in their play. Staff share details about children's learning with parents regularly, including the progress check for children aged between two and three years. Children choose from a wide variety of learning opportunities and staff are always close by to support learning. For example, children who have an interest in dinosaurs are encouraged to play with them in the sand. Staff use their interest to support children's understanding of number as they count the toy dinosaur's legs. Staff support younger children to be curious as they encourage them to explore toys, such as those that have push buttons. This supports children to learn about cause and effect. Staff monitor children's individual progress and are prompt in accessing support from other professionals when required.

Personal development, behaviour and welfare are good

All children are happy and settled. Staff follow a clear settling-in procedure and build relationships with families. As children develop, they are supported effectively to move to the next age group. Children settle quickly in their new rooms and parents are complementary about the transition process. Staff know children well and support their emotional well-being. They adhere to their dietary requirements and the cook provides healthy meals, which children thoroughly enjoy. All children access the outdoors daily, even in inclement weather. Staff ensure children are dressed appropriately for the season and weather. Children behave well, staff remind them of the rules and boundaries when necessary. Children respond positively and listen to instructions. Staff encourage children to use 'kind hands' and support them to understand how to treat others with respect.

Outcomes for children are good

Children are prepared well for school. They listen well, sit for short periods of time and have good concentration spans. Children learn the sounds of the letters in their name, developing an interest in early literacy. Children enjoy group time and learning with friends. They ask for help when needed and are confident in answering questions.

Setting details

Unique reference number	EY495172
Local authority	Sheffield
Inspection number	1133436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	142
Number of children on roll	167
Name of registered person	Richard Graham Marshall
Registered person unique reference number	RP905099
Date of previous inspection	Not applicable
Telephone number	0114 2403607

Elmore Kindergarten registered in 2016 and is situated in the Ecclesfield area of Sheffield. The setting employs 26 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. 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.

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