

# Sharrow School Childcare Services

Sharrow School, Sitwell Road, SHEFFIELD, S7 1BE

<b>Inspection date</b>	14/10/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Parents are engaged in their children's learning at all levels. They are knowledgeable about their children's progress and are offered high levels of support to promote their children's development at home.
- A very strong focus on developing children's communication and language skills, and personal, social and emotional development means children make swift progress from their starting points and develop the skills they will need for school.
- The provider has an excellent understanding of safeguarding. As a result, children are very well protected.
- The drive for improvement is demonstrated by robust self-evaluation that accurately identifies strengths and weaknesses and facilitates a clear and successful improvement plan.

### It is not yet outstanding because

- The time that children are in the nursery is not always fully exploited to maximise their learning and development because sometimes sharply focused adult-led learning is not effectively balanced with child-initiated play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main playrooms and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Nicola Dickinson

## Full report

### Information about the setting

Sharrow School Childcare Services registered in 2007 and is on the Early Years Register. It is situated within Sharrow School in the Sharrow area of Sheffield, and is managed by the governing body of Sharrow School. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- develop the educational programmes so that practitioners use their very good understanding of children's learning needs more effectively to plan a balance of child-led play and adult-led learning that maximises children's learning opportunities.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Practitioners in the nursery have a very good understanding of children's learning and development. Key persons gather information about children's starting points from parents. This means they accurately assess children's abilities and continue to build on the skills they have already gained. Children's play is supported by enthusiastic practitioners who question them to help them explore their themes. For example, children's interest in water play is extended as they learn mathematical concepts, such as size and capacity. They fill various containers and they observe what happens to the water as they pour it through cups with holes in and water wheels. Detailed planning is completed and overall, this results in activities being matched to children's interests and learning needs. For instance, children improve the skills they need for early writing as they use small objects to develop their finger control. They also develop their hand-to-eye coordination as they stack blocks. There is a strong focus on child-led learning which means children can follow their interests and preferences for learning. On occasions, this is not balanced with sharply focused adult-led activities that target children's individual learning needs. This means that the time children spend in the nursery is not always fully utilised to maximise their learning opportunities. Nevertheless, all children are making strong progress from their

starting points.

Children's play is promoted well across all areas of learning by good quality teaching, which allows all children to develop their own interests. For example, children enjoy building relationships and developing imaginary stories with their friends in the role play area. There are a large number of children attending who speak English as an additional language. Communication and language is promoted highly effectively by skilled practitioners who use lots of physical gestures, facial expressions and visual signs to support children's spoken language. Some practitioners speak more than one language and this means they can promote children's home languages alongside the use of English. The nursery also draws on the skills of an interpreter who works in the host school. This helps children to make connections between their home language and English, aiding their understanding of spoken English. As a result, children have strong foundations that support them in all areas of learning. In the well-resourced outdoor play area, children have freedom to explore and investigate. They use large play equipment to test their skills, such as balancing on crates and climbing. Children plant a wide range of vegetables and fruit in the school allotment, which they use in baking activities. This supports their knowledge and understanding of the world as they investigate growth and where food comes from.

Detailed observations and assessments are completed by knowledgeable key persons. This ensures information shared with parents about their children's progress, is accurate. Assessments are used to monitor children's progress and to identify their next steps in learning. Children who are not meeting their expected milestones are identified quickly through this effective system. Those with special educational needs and/or disabilities make swift progress from their starting points because the environment is well planned to meet their individual learning needs. Experienced key persons are proactive in gaining additional support from other professionals when needed, and they work closely with them to plan educational programmes that focus on promoting children's next steps. This results in children being provided with good support when they need it. For example, there is a strong emphasis on developing children's personal, social and emotional development. This means children learn the skills they need to build on their continued learning in preparation for school. Information is shared with parents through regular progress reports, which keep them very well informed of their children's development. The progress check for children between the ages of two and three years is completed and shared with them. They are also invited into the nursery to discuss their children's progress at any time. Parents are invited to attend 'parent workshops' where they can work with their children and experience what their children are learning for themselves. Activities are shared with them to continue their children's learning at home. This ensures parents are fully involved in their children's development and understand what their child needs to learn next. Parents' comments complete this two-way sharing of information and, as a result, children are effectively supported and their ongoing progress is promoted. Robust partnership with the local school means detailed information about children's learning is shared. Therefore, children enjoy continuity in their learning when they move on to school.

## The contribution of the early years provision to the well-being of children

The key-person system is very robust, supporting excellent partnerships with parents and making sure information about children's well-being is shared. Comprehensive information is obtained from parents when children enter the nursery. This ensures key persons have detailed information about children's individual needs. Very caring and attentive practitioners use the information to help children to settle and to make sure each child develops secure attachments early in their care. Practitioners who speak more than one language provide reassurance to children in their home language. This means children settle quickly and they demonstrate they are very happy, and feel safe and secure. High staff ratios mean children are well supervised and kept safe at all times. They are taught to assess risks for themselves so that they learn to keep themselves safe. For example, they learn how to use crates and ride-on toys safely during their play and they learn about road safety during trips to the local woods. As a result, they are developing a thorough understanding of how to protect themselves from danger.

Children's behaviour is excellent because practitioners act as exceptional role models. Clear explanations help children to understand consistent boundaries and, as a result, they are developing a thorough understanding of right and wrong. There is a very strong focus on promoting children's personal, social and emotional development. Practitioners promote a superb ethos of teamwork, which includes both adults and children. They ask children to help with tasks and offer them continuous praise and encouragement that fully promotes their confidence and self-esteem. Children use good manners and show respect as they listen and respond well to practitioners and each other. They develop their social skills through a wide range of experiences. For example, they play cooperatively during role play as they act out their learning experiences from home, such as feeding babies and making tea. They sit together at mealtimes and this helps them to learn how to behave in different social situations because they interact well and enjoy the company of their peers. Children are developing a first-rate understanding of equality and diversity and the community they live in through a wide range of different experiences. They are surrounded by different languages, they celebrate cultural festivals and share information about their holidays and home lives. As a result, children learn to embrace and respect each other's differences and are building secure peer relationships. This means they are emotionally very well prepared for the environment they will experience when they move on to school.

The well-resourced outdoor area provides children with a wide range of opportunities for enjoying outdoor learning. They also access the local woods and school play areas where they use large play equipment to test their skills. This helps them to understand how exercise supports their overall health and well-being. Parents are encouraged to provide healthy packed lunches for their children and are given suggestions as to what to include. Discussions at meal times help children to understand how a balanced diet keeps them healthy. Children learn personal hygiene through robust routines and self-care practices, such as washing their hands and blowing their nose. They learn to use the toilet independently and this means they can attend to their own personal care when they move onto school.

## **The effectiveness of the leadership and management of the early years provision**

Recruitment procedures are rigorous. Children are very well protected because they are cared for by experienced practitioners whose suitability has been checked through robust recruitment and vetting procedures. All practitioners have a good understanding of their responsibility to protect children from harm. There are clear procedures in place for reporting concerns about children, or adults. All practitioners have attended safeguarding training and the provider makes sure practitioners are able to identify the signs and symptoms that indicate children may be at risk. There are clear procedures in place that govern the use of mobile telephones and cameras within the nursery and these are effectively implemented. Detailed risk assessments are completed to make sure children are kept safe while on the premises and during outings. As a result, they are supervised well and protected at all times.

The provider and practitioners are highly committed to the ongoing development of the provision. They seek the views of parents and children through daily discussions and by asking them to complete regular feedback sheets. Their opinions are taken into account when planning further improvements. The nursery robustly monitors and evaluates the service they provide through effective self-evaluation, and work as a team to drive forward and make improvements. The educational programmes are monitored to make sure each child achieves to the best of their abilities in all areas. Practitioner's ongoing development is promoted through clear performance management strategies, including effective supervisions and appraisals. These are used to identify practitioner's strengths and assess any future training needs. Practitioners are supported by the manager who coaches and mentors them to extend their skills. This support is clearly focused on making sure they continue to build on the skills and knowledge they already have.

Partnerships with parents and other professionals are excellent. Practitioners work very closely with them to make sure that children who are not meeting their expected milestones are fully supported. Comprehensive information is shared and exchanged to meet children's needs and to promote their ongoing learning and development. Parents receive constant feedback regarding their children's daily care and progress. This is achieved through informative discussions, daily diaries and regular progress reports. Parents spoken to during the inspection show that they are very happy with the provision and their children love attending. They confirm practitioners are very approachable and supportive. Excellent working partnerships with other professionals makes sure children receive high levels of support across all areas of learning and development.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY360222
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	857596
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Sharrow Junior School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0114 255 1704

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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