

Stradbroke Early Years

Stradbroke Primary School, Richmond Road, Sheffield, S13 8LT

Inspection date

Previous inspection date

17/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

- The quality of teaching and learning is good. Support for children's communication and language is given high priority and well embedded into staff practice. As a result of this, children make good progress in their speech and language skills.
- The leadership and management are good because there are effective systems in place for performance management. Staff are committed to developing their knowledge and practice further, to aid children's progress.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Consequently, children are settled and happy in their play.
- Partnerships with parents and other professionals are strong and as a result, children make good progress in their development given their starting points.
- Staff are fully aware of their safeguarding responsibilities and are clear about the reporting procedures so that children's welfare is assured.

It is not yet outstanding because

- Staff do not consistently give children opportunity to respond to open questions so they can develop their own thoughts and ideas.

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 inside and in the outdoor learning environment.
- The inspector conducted a joint observation with the early years foundation leader.
- The inspector held meetings with the leadership team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and other relevant documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Thorpe

Full report

Information about the setting

Stradbroke Early Years was registered in 2014 and is on the Early Years Register. It is situated in purpose-built premises in the Richmond area of Sheffield, and is managed by the school governing body and operates on the school premises. The setting serves the local area and is accessible to all children. It operates from a designated room and there is an enclosed area available for outdoor play. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and one member of staff holds Early Years Professional status. It opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15 pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The setting provides funded early education for two-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:

- enhance opportunities for children to respond accordingly when asked open questions, by giving them more time to allow their thoughts and ideas to develop.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to promote children's learning and development. They are very good at finding out what the children can do before they enter the setting and aim to build on the children's interests. This means that children come into the setting excited and eager to learn. The quality of the teaching is good. Very young children are supported well on their initial visits and are warmly encouraged to join in the activities. The staff are aware of the different environments in which children thrive and take care in planning activities, particularly for boys, that include a good deal of outdoor play. Children are allocated a key person who carries out a home visit, alongside another member of staff, so that they can take the time to play with the children in their own environment. This provides a familiar face for children, giving them the additional confidence they need when starting at the setting. Children are sensitively supported and encouraged to try out new experiences alongside their key person and a small group of friends. The more established children help the staff to prepare for 'hello time' by placing sitting mats on the floor in a circle. Children are then enticed to come and say hello to their friends by the staff members softly singing. Visual reminders are cleverly placed so that children see signs of 'good sitting', 'good listening' and 'good looking'. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning, such as school.

Children have access to a very good range of resources that cover the seven areas of learning both indoors and in the outside area. Staff invite children to make simple decisions about what activities they would like to take part in and are introduced to simple matching concepts. For example, they are praised when they make their selection and attempt to name the colour of their cup and plate for snack. Staff use language well throughout the setting, posing open-questions and developing children's understanding of size and numbers. For example, a variety of activities are set up both inside and outdoors with small, medium and large examples. Children are read a story using appropriate sized props to further consolidate children's learning. However, children are not always given enough time to think and respond before staff move onto the next question. This means children do not have consistent opportunities to develop their critical thinking skills. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported very well. This is because staff use sign language consistently throughout activities at the setting. They ask children to sign back to them and encourage very young children to regularly use sign for 'please', 'thank you', 'enough' and 'finish'. Staff re-shape activities and get involved in lots of one-to-one activities to promote children's personal, social and emotional development. As such, children are progressing well towards their early learning goals given their starting points.

Parents are made to feel very welcome at the setting. They build up a good relationship from the first home visit and are continually asked to contribute to children's learning journeys. A simple home diary gives a good account of what children are achieving in the setting and parents are asked to share children's particular achievements weekly. 'Wow' cards are available for parents to place on the notice board. Parents are encouraged to ask staff about children's names that are written on the wipe board. This means that the children have done something that has really impressed a member of staff. As a result, children feel a sense of achievement. Staff organise baking days where parents come into the setting to take part in cooking activities with their children. This enables staff and parents to share their knowledge of mathematics and support children's problem solving and thinking skills. The staff invite parents to join their parents' group and at present, they are making activity home learning bags. These form part of a lending scheme for parents and give simple ideas and resources for activities, which parents can do at home to extend children's learning. Staff carry out the progress check for children aged between two and three years, using information from the health visitor's assessment and wherever possible, in partnership with parents. As a result of the close partnership, parents are effectively involved and contribute in children's learning.

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

Staff get to know the children individually before they start, from their home visit. They gather good information from parents to ensure their child's individual needs are met. This secures a firm attachment to their key person and fosters children's well-being. Staff are visually alert at all times as to the whereabouts of the children and deploy themselves well both indoors and outside of the setting. This allows children the freedom to play in the environment of their choice. Children are consistently made aware of acceptable behaviour and the use of positive reinforcement is echoed consistently by all three members of staff.

For example, children are praised for showing kindness to each other, they are reminded to use kind hands, kind feet, and when playing they are reminded to include their friends. Staff have a special book for 'child of the week'. Children's photographs are placed in the book and a narrative of what the child has achieved is written. The children then celebrate in each other's achievements together. As a result, children develop a sense of belonging and self-motivation. Children are supported to make new friends; small group work encourages them to work cooperatively developing their personal social and emotional skills.

Staff organise the environment very well; it is equally welcoming, attractive and inviting. The area is used with great effect to offer children activities that stimulate and occupy them in a range of experiences. Staff enable children to develop their independence and cooperation skills by offering suggestions and promoting small group work. For example, children decide they want to go on a train journey. Together, they cooperatively position the outdoor seats to develop the shape of their train. They take turns to be the driver and the ticket collector. Independently, children find a wheel to drive the train and a bell to signal the train is leaving. Consequently, children are involved in good quality learning experiences that keep them motivated and engaged. Staff are skilled in supporting children's personal needs and offer dignity and privacy to children when toileting and nappy changing is required. Staff encourage children to be actively involved in their own self-care and talk through the process. Children learn to find tissues and wipe their own noses and see to their own toileting and hand washing. Staff are very good at offering support in a fun way; children are encouraged to 'wiggle and squiggle' back into their trousers and tights. Consequently, children are developing skills to manage their own personal needs relative to their ages. Staff give children a choice of fresh and dry fruit daily, they talk appropriately about a healthy diet and eating things which are good for us.

Children have access to fresh air each day. They also have shared outdoor play sessions, alongside older children from the next door nursery. They learn to socialise, take turns and are respectful of each other's differences, as they extend their circle of friends. The nursery teachers know the children well and include them in joint activities. Children are carefully supported to 'have a go' and take safe risks with tasks that challenge them physically. For example, they observe older children doing forward rolls onto soft play mats and attempt their own version to applause and praise from the staff. They get involved in sensory experiences when the older children make 'gloop' from cornflower and water. The younger children are fascinated and listen attentively to the discussions, which take place. They are introduced to new words, such as 'silky', 'sticky' and 'crumbly'. They also have the chance to explore the 'gloop' mixture first-hand, initially using a spoon then gaining confidence to feel it with their fingers. As a result, children are being prepared very well and developing the emotional confidence they will require for their move on to nursery school.

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

The leadership and management team have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years

Foundation Stage. Recruitment and induction procedures are robust with suitability checks carried out to make sure staff are appropriate to work with children. Parents are given copies of the setting's policies and procedures in the welcome handbook, including those regarding safeguarding and the controlled use of mobile phones and cameras. All documentation is reviewed at least once every year to ensure that any new legislation or alterations are updated. Staff show a good understanding of safeguarding policy and procedure and understand their responsibility in reporting any concerns they may have with regards to children's safety and well-being. In addition, they have a strong whistleblowing policy and guidance to follow in the case of an allegation being made against a member of staff. Staff have attended various courses in order to promote a safe and secure environment. For example, safeguarding abuse and neglect, safe sleeping and paediatric first aid. They carry out and record risk assessments of the premises and children's activities, including outings. These processes promote good quality practice and help to ensure good outcomes for children. Staff keep comprehensive records for medication, allergies, accidents and incidents. They review these regularly so that children's safety is always a priority. As a result, the setting is a safe and welcoming environment for children.

The leadership and management team have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. The knowledgeable staff oversee the development of the broad range of experiences that children have opportunity to access. Monitoring of children's progression ensures that strategies are in place to support those that have lower starting points. Assessments are consistent and planning mostly follows information that staff already know about children's interest. As a result, children are making good progress. As the result of an effective professional development programme, staff have support from the local authority designated worker for two-year-old provision. They have taken advice with regard to providing a suitable environment for infants and toddlers and have participated in reflective practice through the videoing of staff interactions with children. As a result, there are robust improvement plans in place to support the setting and staff to develop further. Staff have attended several training programmes, such as, boys' attachment and raising early achievement in literacy project. Consequently, the drive for improvement is effectively supporting children's learning achievement.

Partnership with parents and external organisations are very good. All parents spoken to during the inspection were happy with the care and education their children receive and highly recommend the setting to others. Partnership working with external agencies which support children with special educational needs and/or disabilities are well established. These partnerships ensure that the support for children's individual needs are age and stage appropriate and meet the requirements of the individual children. Parents are invited into the setting to discuss any concerns they may have or that are highlighted by the staff. As a result of this close partnership working staff are able to secure appropriate intervention early. Thereby, enabling children to reach their full potential.

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

Unique reference number	EY471303
Local authority	Sheffield
Inspection number	961290
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	24
Name of provider	Stradbroke Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01142399320

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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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