

Little Saints Nursery

School House, Hillfoot Road, Totley, Sheffield, South Yorkshire, S17 4AP



Inspection date

22 April 2015

Previous inspection date

3 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff regularly observe children and identify their next steps in learning. The deputy manager monitors children's progress. Assessments show that children are making good progress from their starting points.
- Children are well prepared for starting school. Staff encourage older children to raise their hands to answer questions during small group activities. Older children recognise letters from their name. They link letter sounds to words, developing their early literacy skills.
- Parents express how they feel involved in their child's learning and development. There is a continuity of learning between the nursery and home. Parents attend evenings where they can look at their child's learning records and speak to the key person.
- Outdoor play is popular and children benefit from regular fresh air and physical exercise. Younger children use their imagination as they put on their hard hat and fill their diggers with sand.
- Children's behaviour is good. They play happily together. Children learn how to share and take turns as they match picture cards to items on their shopping list.
- The management team and committee members have addressed previous actions and recommendations. All committee members have completed safeguarding training. The chair of the committee demonstrates his understanding of child protection procedures, to keep staff and children safe.

It is not yet outstanding because:

- Occasionally, outstanding teaching strategies are achieved across the nursery. However, these are not shared or modelled to all members of staff to support the development of excellence.
- Managers do not always provide sharply focused evaluations of staff's practice during supervisions, to raise achievements for children.

What the setting needs to do to improve further

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

- enable experienced staff to observe practice and share their high levels of expertise, in order to secure even better outcomes for children
- build on the programme of supervision, to ensure there are sharply focused evaluations of staff's practice, to strongly improve achievements for children over a sustained period of time.

Inspection activities

- The inspector observed activities in the two playrooms and the outside area.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the chair of the committee, manager and deputy manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed samples of documentation, including evidence of suitability, staff qualifications, self-evaluation form and action plan.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Jane Tucker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are motivated to learn and actively engage in a good range of activities because learning is fun. Staff model very good, and sometimes outstanding, teaching practice. However, outstanding teaching strategies used by some staff are not used effectively to support the development of excellence for all staff. Older children take on the role of a doctor, listening to their baby's heartbeat. Staff extend older children's learning, reading books about visiting the hospital. Staff skilfully capture children's spontaneous interests before they take part in planned activities. For example, younger children stop to look at the tadpoles in a container. Staff encourage younger children to answer questions about how tadpoles develop into frogs, giving them a choice of answers. Children use magnifying glasses to look at the tadpoles in the container because they know this makes them look bigger. Staff praise individual children for their listening and attention skills, as they name dinosaurs correctly. Children learn how they can communicate information in different ways. For instance, they sing songs about dinosaurs and where they live and what they eat.

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

Children display high levels of confidence and self-esteem. Staff are very good role models. Children demonstrate good personal hygiene practices, washing their hands before eating and after going to the toilet. Children sit together at mealtimes to enjoy healthy food options. Older children sing a thank you prayer for the food they are about to eat. They independently put cereal into their bowl. Older children give out cups to their friends and decide if they would like to drink water or milk. Children learn how to keep themselves safe, putting sun cream on before going out to play. Staff create a stimulating and well-resourced learning environment both inside and outside. Children wave and say 'hello' to dinner ladies and teachers from the school on site, as they play outside. This helps to prepare children emotionally for their move on to school.

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

Staff and committee members' Disclosure and Barring Service checks are recorded and available for inspection. The management team and committee successfully implement safe recruitment procedures. New staff benefit from a full induction, which ensures that they quickly understand routines, policies and procedures. Staff are experienced and well qualified. They continually attend training courses to improve their practice and childcare knowledge. Staff express how they feel valued and benefit from annual appraisals, regular supervisions and team meetings. However, managers do not use supervisions effectively to provide sharply focused evaluations of the impact of staff's practice. Staff collectively identify strengths and weaknesses of the nursery and work together to implement change. For instance, the renewal of resources in the outdoor area has improved children's experiences when playing outside. The nursery has very good links with teachers from the school on site. This helps to maintain continuity between the nursery and school.

Setting details

Unique reference number	300901
Local authority	Sheffield
Inspection number	997858
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	56
Name of provider	Little Saints Nursery Committee
Date of previous inspection	3 November 2014
Telephone number	0114 2352148

Little Saints Nursery was registered in 2001. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one is unqualified. The nursery opens Monday to Friday, term time only. Sessions are from 8am until 3.20pm. The nursery provides funded early education for two-, three- and four-year-old children.

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