

# Wizz Kids Pre-School

Sunnyvale Road, Sheffield, South Yorkshire S17 4FB



<b>Inspection date</b>	2 May 2019
Previous inspection date	20 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- The management team demonstrate a strong commitment to raising standards to an even higher level. Passionate and enthusiastic practitioners lead a dedicated staff team. Purposeful evaluation helps to identify what improvements they need to make next and includes the views of parents and staff.
- The staff team is very welcoming and inclusive. Children form close attachments with their key person. The well-qualified staff follow children's interests effectively. They offer continual praise and encouragement to children, who develop a positive approach to learning.
- Staff know children's individual needs well and plan for their ongoing development. They provide children with a wide range of exciting learning experiences that motivate them to play, explore and make new discoveries. Children make good progress in their learning.
- The management team follow effective recruitment, induction and ongoing supervision procedures to support staff. This results in staff who have a deep understanding of their role and responsibilities, and who have children's welfare at the heart of their practice.
- Staff provide children with opportunities to learn about people and communities around them, which allows children to understand and value diversity.
- Staff do not consistently gather information from parents about what children are learning at home, in order to help them to plan even more precisely for their next steps in learning.
- Occasionally, staff do not maximise opportunities to further support, extend and challenge children's learning, for example, at mealtimes or when the youngest children access the larger outdoor play area.

## What the setting needs to do to improve further

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

- extend further the already good partnerships with parents to gather more information about children's achievements at home and use this to enhance future planning
- make the most of planned and routine opportunities to fully extend and challenge children's learning, to support them to make the best possible progress in their learning.

### 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 and children during the inspection.
- The inspector completed a joint observation of an activity with the curriculum lead for the nursery.
- The inspector held meetings with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also acknowledged the written views of parents not present during the inspection.

#### Inspector

Lindsay Dobson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are vigilant about children's safety. They carry out regular risk assessments to identify and reduce potential hazards. The manager regularly questions staff to ensure that they understand their roles and responsibilities in protecting children from harm. The management team closely monitors the quality of teaching and staff practice. It discusses strengths and areas for improvement to support staff in their continuous professional development. Regular meetings provide opportunities for staff to discuss children's progress, identify training needs and develop individual action plans. Children with special educational needs and/or disabilities receive good levels of support. Generally, staff work closely with parents and other professionals to ensure that they fully meet children's individual needs. Parents speak highly about the care their children receive and the progress they make.

### Quality of teaching, learning and assessment is good

Overall, the quality of teaching is consistently strong. The youngest children have a wealth of experiences that support their sensory development. They enjoy exploring textures in the outdoor area and have free access to sand and water play. Staff skilfully develop younger children's emerging language as they use single words and repetition to build on their understanding. Older children receive good levels of support with their communication and language development. Children express their ideas confidently; they have conversations with their friends, take turns to offer ideas and ask thoughtful questions. Staff encourage all children to extend their literacy skills and their love of books and reading. Older children have a wealth of opportunities to see and understand that print carries meaning, and staff encourage children to write the letters in their name. Exceptionally well-resourced play areas, indoors and outside, promote children's inquisitiveness and eagerness to try new things.

### Personal development, behaviour and welfare are good

When children arrive at the nursery, they are happy to separate from their parents. Children show they have good relationships with staff and demonstrate that they are emotionally secure. Staff prepare children well for change, such as moving to a new room and preparation for school. They work closely with Reception teachers to support a smooth transition. Children demonstrate good levels of behaviour. Staff offer a clear, positive and consistent approach. For example, they remind younger children to use 'kind' hands. Children have daily opportunities to develop their physical skills in the well-resourced outdoor areas. They climb and balance on beams, dig and plant in the growing garden and negotiate the steps to the slide from a young age.

### Outcomes for children are good

Children develop the skills necessary for the next stage in their learning and the move on to school. Older children develop a knowledge of letters and the sounds they represent through regular phonics activities. Children of all ages use number as they play. Younger children choose a number block and with the support of staff they clap their hands to count out the number. Older children practise simple calculations and talk about the differences between the number of wheels on a motorbike and a car.

## Setting details

<b>Unique reference number</b>	300784
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10065764
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	34
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Wizz Kids Pre-School Committee
<b>Registered person unique reference number</b>	RP904063
<b>Date of previous inspection</b>	20 October 2015
<b>Telephone number</b>	0114 236 4319

Wizz Kids Pre-School registered in 2001. It employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one who holds qualified teacher status and one who holds early years professional status. The nursery opens all year round from 7.30am to 6pm, Monday to Friday, with the exception of one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

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