



Osborne House Community Nursery and Playcare Centre

Inspection report for early years provision

Unique Reference Number	300727
Inspection date	08 November 2006
Inspector	Yvonne Victoria Facey
Setting Address	5 Minto Road, Sheffield, South Yorkshire, S6 4GJ
Telephone number	0114 2491145
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Registered person	Playschemes Activities & Recreation for Kids Ltd
Type of inspection	Integrated
Type of care	Full day care, Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Osborne House Community Nursery and Playcare Centre is a community nursery which opened in 1997. It is part of Playscheme Activities and Recreation for Kids Limited, which is a registered charity. The nursery is situated in the Hillsborough area of Sheffield. The nursery is based in a detached Victorian building, with a separate annexe. All children have access to a fully enclosed outdoor play area.

A maximum of 58 children may attend the nursery at any one time. There are currently 69 children on roll of which, 26 receive nursery education funding. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery support children who speak English as an additional language and do not currently receive any children with learning difficulties and disabilities. They employ 16 staff of which

14 hold appropriate early years qualifications and two are working towards qualifications. The nursery receives support from a community teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a generally clean and hygienic environment. They are well protected from cross infection because staff follow satisfactory hygiene procedures. For example, no outdoor foot wear is worn in any of the play rooms, staff wear gloves when changing nappies and play equipment is regularly cleaned. Children who become unwell during the session are sensitively cared for by the staff and parents are contacted. A policy and procedure for childhood illnesses is in place and is shared with parents. For instance, parents receive a booklet called 'When should my child stay at home' which includes details of infectious diseases and exclusion times. Medication administered to children and accidents are recorded suitably and both staff and parents sign the entry. Staff are appropriately qualified in first aid to ensure that children are protected in the event of an accident.

Children enjoy a balanced range of healthy meals and drinks. They sit together at meal times and enjoy a suitable range of fresh fruit and vegetables such as, apple, banana and peppers at snack time. Drinks are not readily available for children during the day, although they are offered drinks during meal times. Staff are aware of any specific dietary needs and parents wishes are respected. However, food is put on children's plates and their likes, dislikes and choices are not fully taken into account.

Children do have a basic understanding of simple hygiene practices. All children have satisfactory opportunities to engage in physical play and have access to an adequate range of resources. They enjoy running, climbing, and riding bikes in the outdoor play area, which suitably develops their physical skills; although children have limited opportunities to learn about their bodies and what keeps them healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure and satisfactorily maintained premises. They are cared for in a generally safe environment, where daily risk assessments are carried out both indoors and outdoors. However, equipment in the babies' sleep area is not stored appropriately which puts children's safety at risk. Children have access to a satisfactory range of resources, which are adequately organised where most children are able to self select. Appropriate safety equipment, such as safety gates are in place to ensure children are not able to access areas that are not safe for them.

Staff are vigilant when supervising children. For example, sleeping children are not left alone and staff are suitably deployed at all times. The main door of the building is locked at all times and visitors are greeted at the door and sign in the visitors book. Fire drills are practised with children and the performance is logged to ensure that staff and children can escape quickly in

the event of an emergency. However, the last log indicated that improvements were needed to ensure the safe evacuation of the building. The setting has not practised another drill to ensure issues have been addressed appropriately. This compromises children's safety. Children's welfare is suitably promoted as staff have a sound understanding of child protection issues and how to implement the relevant policies and procedures. Children are beginning to learn to keep themselves safe as the staff give them basic reminders during every day activities.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the setting happily and separate from their parents with confidence. They seek out their friends and actively engage in the activities set out. Children of all ages benefit from the sensitive interaction they receive to support play and learning. Children are able to learn at their own pace as they enjoy free play activities that are appropriately planned, which are based on the 'Birth to three matters' framework. Babies are cared for in bright and inviting rooms with staff who are warm, caring and have a suitable understanding of their needs. They participate in a suitable range of activities to support their individual development, which includes role play, feely boxes and water play. Children under three are happy and secure in their environment. They enjoy free play and socialise well with each other as they confidently visit other playrooms.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making reasonable progress towards the early learning goals. Staff have an adequate understanding of the Foundation Stage, although they are not confident with the systems to observe and assess all children's achievements and progress to successfully inform the planning. They do use the six areas of learning to plan activities for children and link it to the children's progress reports. However, it is not sufficient to capture children's real interests to present them with effective challenges and move them to the next stage of their learning. Teaching methods involve a suitable range of questioning techniques to extend children's thinking and staff are interested in what children say and do. The play areas are reasonably organised to enable children to initiate their own play.

Children are developing good relationships with staff and their peers; they are confident when they arrive in the setting as they greet one another and staff warmly. Children are independent and enjoy trying new experiences, although opportunities to further extend independence when dressing is sometimes restricted as staff put children's coats and shoes on for them even though they are willing to try themselves.

Children communicate well and respond positively to staff questions during activities. They enjoy looking at books and listening to stories. They make satisfactory progress in their writing skills, where some children can write their names and draw recognisable pictures. However, they have few opportunities to practise writing for a purpose. Children learn to count with confidence and are able to use simple addition and subtraction. They confidently use mathematical language such as big and little when describing fireworks. Children use their imagination well in most of their play. For example, two children collect leaves, twigs and berries

while outside in the garden and say they are making a magic potion which is going to turn them into frogs.

Children learn about the natural world through simple activities and discussions with staff. They are beginning to explore their environment with enthusiasm. For example, they use magnifying glasses to look for spiders and caterpillars and they know that the birds eat berries from the tree. Children are able to construct and model make generally well and develop their fine motor skills when using materials such as, puzzles, scissors, and pencils. They show an awareness of space and can move around obstacles successfully. Children enjoy creative play and show excitement and joy as they create their paintings. For example, a child makes a butterfly picture and says 'wow' as she opens the paper to reveal her picture to her friend.

Helping children make a positive contribution

The provision is satisfactory.

The partnership with parents is satisfactory. Staff are friendly and welcoming to parents. They inform parents about what their children are doing in the setting on a daily basis. Parents are invited to see their children's progress records and receive a basic information leaflet about the setting. This includes information that activities are based on the 'Curriculum guidance for the foundation stage'. However, parents are not routinely involved in discussing their children's next steps and progress towards the early learning goals.

Children behave well in the setting and are kind and caring towards each other. They share and take turns and have a suitable understanding of the routines of the setting. Children respond well to the praise and the positive support that the staff offer. There are appropriate arrangements in place to suitably support children with disabilities and learning difficulties. All children are fully integrated into the setting and staff gather relevant information to cater for their individual needs. Children's background and family structures are valued, they are able to share their home experiences, mainly in spontaneous discussions. For example, a child explains to a staff member that her dog is frightened of fireworks and children talk about their visits to other cities with their family members. There is a basic selection of resources that reflect diversity and children have some opportunities to explore the wider community in which they live. Children's spiritual, moral, social, and cultural development is fostered.

Organisation

The organisation is satisfactory.

Leadership and management of nursery education is satisfactory. Staff are adequately supported by the management team with regular opportunities to meet together and contribute their ideas. There are systems in place for monitoring and evaluating the quality of teaching and the progress children are making towards the early learning goals. However, the systems for planning and assessment are not effective in identifying areas for improvement.

Children are comfortable and confident in the setting which is reasonably well organised. They have ample space to play, sleep and eat. Children are well cared for because there is a sound recruitment and vetting procedure to ensure that staff are suitable and have sufficient

understanding of child development. All Required documentation and comprehensive policies and procedures are in place to ensure children's welfare is safeguarded.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the group had recommendations to act on which they have suitably addressed. They were asked to develop a plan to provide support in all rooms should emergencies arise or difficulties occur and ensure policies and children's records contained all the relevant information. Actions were raised to ensure procedures were in place to ensure children's safety. These recommendations and actions have been addressed satisfactorily to ensure children's welfare is safeguarded.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that regular fire drills are conducted and difficulties are addressed as soon as possible
- extend opportunities for children to develop their independence and understanding of how to keep themselves healthy
- improve the use of risk assessments particularly in the baby room

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve staff knowledge and understanding of the Foundation Stage and how to implement a rigorous system for planning, observation and assessments
- improve the partnership with parents with consideration to involving them in their children's learning
- provide children with more opportunities to practise writing for a purpose.

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