

Fairmount Nursery (Hackenthorpe)

Inspection report for early years provision

Unique Reference Number	300850
Inspection date	06 December 2007
Inspector	Sarah Gilpin
Setting Address	Sheffield Road, Hackenthorpe, Sheffield, S12 4LT
Telephone number	0114 2510788
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Registered person	Fairmount Nursery Ltd
Type of inspection	Integrated
Type of care	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Fairmount Nursery (Hackenthorpe) opened in 1995. It is owned and managed by Fairmount Nursery Limited and operates from a detached, two storey building with a fully enclosed outdoor play area. The nursery serves children and families living in the local and wider Sheffield area.

A maximum of 58 children may attend the nursery at anyone time. There are currently 96 children on roll. This includes 32 children in receipt of funded nursery education. Children attend for a variety of sessions. There is provision for children with disabilities and learning difficulties and for those children for whom English is an additional language.

The nursery opens each weekday from 07.30 until 18.00 and throughout the year.

There are 17 staff who work with the children. Of these, 13 staff are qualified and three are working towards a relevant childcare qualification. The setting receives support from a teacher from the local authority and is currently participating in Sheffield Pathways to Quality, a local quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in an environment that is clean and well maintained. There are clear policies and procedures, which are routinely followed by the staff to promote the health and well-being of the children. For example, they follow the nappy changing procedure to protect children from cross contamination and use anti-bacterial hand gel to clean their hands before and after they help the children with nose wiping. The children are actively encouraged to wash their hands before they eat and they are beginning to understand why their hands need to be clean. In addition, the low-level facilities and pump soap dispensers mean that children can be independent. There are clear systems for recording accidents and all administrations of medication, which means that children's welfare is promoted. However, the accident records do not contain sufficient details about the children and there is no clear system to monitor the records for recurring accidents or trends.

Children enjoy nutritious and well balanced meals. The lunch for most of the children is provided by an outside catering firm and the children have a variety of meals that suit their dietary needs. The older children serve themselves with their lunch and are able to choose food they prefer, often having second helpings when supplies allow. They enthusiastically enjoy mashed potatoes, mixed vegetables and burgers, while children who are vegetarian enjoy a suitable pasta dish. Younger children are provided with milk feeds and baby food, again to suit their individual needs. Fresh fruit is served each day for the children at breakfast and snack times and they talk about their preferred choice of apple or pear. The good food hygiene standards and practices ensure that the food remains safe for the children. The children's mealtimes are sociable, they thoroughly enjoy chatting to staff and friends as they eat together.

The younger children's individual routines for rest and sleep are managed well by the staff who know the children well and work with the parents to ensure the children's individual needs are consistently met. For example, the babies sleep when they are tired and meal times are adjusted accordingly to meet their needs. The children have well developed physical skills; they enthusiastically use the outdoor area to practise and refine skills. For example, when they use the ride on toys and small equipment they show growing confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment. The staff are vigilant as they support the children in their play. For example, children are closely supervised as they explore inside the nursery. The children's time at nursery is carefully monitored by the staff and a clear record is kept of their arrival and departure times. A record is kept of staff working in the setting and any visitors who come into nursery when children are present. As a result, the children's safety is maintained. Risk assessments ensure that potential hazards are minimised and the children can play safely.

The children safely access the toys and resources, which are carefully stored at their level. Equipment used by the children meets the required safety standards and is routinely checked by the staff to ensure that items remain safe for them to use. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they move

around the setting. For example, by promoting walking when children rush around and explaining that they do not want the children to fall and hurt themselves.

Training on child protection for all staff is given high priority. As a result, the staff have an understanding of the signs and symptoms of abuse and neglect, and they use this knowledge to carefully monitor the children, safeguarding their welfare. There is a clear policy that is shared with the parents and understood by the staff and successful recording systems, for example, accident and incident records, all of which ensures that staff act in the best interests of the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

The children's enjoyment and well-being is given priority by all staff in the nursery. They work hard to ensure that children are settled and cared for in a well planned and resourced environment. The grouping of children is organised to ensure that children's ages and stage of development is carefully taken into account, for example, children move from one room to another when they are ready to do so and not just when they are old enough, and this ensures their needs are effectively met.

The babies enjoy exploring the balls in the 'ball pool', they show great delight in throwing the balls around the room and watching where they land. Young children's development is supported by the staff who provide many opportunities for them to try to stand and take their first steps. The children are very happy and relaxed because staff work consistently with them in designated areas. Children are very confident and comfortable with the staff, they seek support and comfort when they need reassurance and enjoy closeness at bottle and meal times. The young children enjoy story time and singing, and they enthusiastically do the actions to well known rhymes. The staff have knowledge of the 'Birth to three matters' framework and use this understanding to provide suitable activities for the children. The assessment of children is in line with the aspects of the framework and staff think carefully about the next steps in the children's learning.

Nursery education

The quality of teaching and learning is good. The staff have a good working knowledge and understanding of the Foundation Stage, and as a result they provide children with a varied range of resources and experiences to support their learning and development. The nursery operates a 'continual provision' style of organisation, which allows the children to choose for themselves from the resources that are easily accessible to them. This allows the children to repeat favoured activities and develop their play accordingly. Good use is made of open ended questioning to test the children's understanding and extend their learning. The staff complete tick style assessments of the children. However, information gathered prior to the children entering the pre-school rooms is not included in the records, and limited evidence is collated in the form of children's work and photographs to illustrate the progress children make in their learning. In addition, there are limited links made to individual children's learning within the focus activity plans. The children are inquisitive and highly motivated to learn, they are eager to be involved in the activities provided and they are making good progress in all areas of learning. The children build warm and harmonious relationships with the adults and their peers. They are extremely confident, and staff ensure that children can accomplish many tasks independently. For example, snack and meal times are unhurried and maximise the opportunities children have to practise and refine skills, such as cutting and pouring.

The environment is well organised to provide children with a wide, varied and interesting range of practical activities that stimulate them. Children show good awareness of their own needs and can manage their own personal hygiene with the support of the staff. They enjoy the company of their peers as they seek others out to play with chosen activities and resources. Some children show great delight in the arrival of their friends and they quickly settle to play together. Children speak confidently using a wide vocabulary that is extended through the interactions of the staff as they talk and question the children during their play. Children enjoy engaging staff in one to one story sessions and independently look at books, taking care when turning the pages. The children enjoy many opportunities to write purposefully and the older and more able children have good pencil control. They can recognise and accurately form some of the letters of their names. Some children benefit from attending the French club at nursery and are showing a good grasp of greetings and some simple songs in French.

Children confidently and spontaneously use mathematical language in their play as they talk about the number, shape and position of items and toys. Children have a good awareness of shapes, they can easily and accurately describe shapes in the everyday objects they see, for example, they recognise that a ball is round like a circle. The children show great interest in the inspection laptop, which highlights that the nursery does not have information technology equipment to support their learning. Children talk about the weather and seasonal change, they make connections between playing outside in the daylight, as the darkness makes the outside area dangerous. Children enjoy the home based play in the role-play area and successfully use their own experiences to enact 'making the tea' for the staff and their friends. Children's individual creativity is developing well and they produce some interesting collage pictures and paintings including wonderful portraits of their favourite characters from popular stories. The children's physical development is encouraged through a range of planned activities including music and movement, and through regular access to the outdoor environment. They use tools with confidence, such as scissors to cut items including paper, ribbon, string and card with growing ease.

Helping children make a positive contribution

The provision is good.

The children are cared for by staff who work well to meet their individual needs. For example, parents are asked to provide information about their child to ensure the staff know about their individual needs and their likes and dislikes, which assists their smooth transition into the provision. There is provision for children with disabilities and learning difficulties and there are successful procedures for monitoring the development of all children. Children with English as an additional language are welcomed into the setting, however, staff have limited knowledge of their home languages to support their integration into the setting.

Children take a pride in their art work and creations and these are celebrated by staff who effectively display their pictures around the rooms. The children play harmoniously together, they very clearly enjoy one another's company, and play cooperatively, for example, as they build or play in the role-play area. The good variety of resources and activities means that children can successfully make choices and take decisions about what they do and enjoy. The children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Information is shared through notice boards, newsletters and informal verbal exchanges as the children arrive and depart each day. Parents and children are made very welcome by the staff and easy-going discussions ensure that all information

relating to the children is successfully exchanged. The staff manage the children's sleep routines and diet to ensure they are cared for according to their parents' wishes.

Organisation

The organisation is good.

The children are cared for in a well managed and successfully organised setting. There are effective systems in place to recruit and check staff, this ensures that children are cared for by adults who are suitable to do so. There are clear policies and procedures that are implemented by the staff and children's well-being is effectively promoted. Staff enjoy regular access to training and development opportunities, and as a result, they have a good understanding of child development and are up to date with current practice.

The leadership and management with regard to nursery education is good and contributes to the good progress the children make in their learning. Recent developments in the planning system mean that the intentions for children's learning are more clearly linked to their individual stage of development. The nursery manager knows what the setting does well and where there are areas for development, for example, there are plans to improve the outdoor area for the children.

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 of care the nursery was asked to organise lunch to give children more choice and independence. As a result, the nursery reviewed the organisation of lunch and now provide children with the opportunity to self serve and pour their own drinks.

At the last inspection of nursery education the nursery was asked to consider how they record children's next steps in their learning and to provide more opportunities for the children to use their design skills. The nursery complete assessments of the children that are in line with the stepping stones in the Foundation Stage curriculum and these assessments link to the planning for the children's learning and development. The children have access to a well resourced creative workshop and a good variety of construction toys, and they have daily opportunities to develop their design skills.

Complaints since the last inspection

Since the last inspection Ofsted received concerns relating to National Standard 2 (Organisation) and National Standard 7 (Health). A childcare inspector visited the provision on 27 March 2007. An action was raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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.

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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):

- consider what support is given to children with English as an additional language and recognise the importance of home language
- review the information recorded on accident records and introduce a monitoring system to ensure that trends and common causes of accidents are highlighted and minimised.

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):

- review the assessment and observation records of the children to ensure that they contain all of the information gathered about them, clearly show the progress they make and highlight areas for development to ensure the individual children's development needs are met
- improve the opportunities the children have to complete a simple programme on the computer or use equipment such as programmable toys.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk