



## **Fairmount Nursery (Broomhall)**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY242680
<b>Inspection date</b>	08 November 2005
<b>Inspector</b>	Trudy Scott
<b>Setting Address</b>	8-10 Broomhall Road, Sheffield, South Yorkshire, S10 2DR
<b>Telephone number</b>	0114 266 2500
<b>E-mail</b>	
<b>Registered person</b>	Fairmount Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Fairmount Nursery opened in September 2001 and is one of three Fairmount nurseries, under the same ownership in Sheffield. It serves children and families living in and around the Sheffield area. The accommodation is on two floors in a listed building and is completely self-contained. Children under two years are cared for on the ground floor and children two to five years are cared for on the first floor. A fully enclosed area is available for outdoor play.

The nursery is registered to provide full day care for up to 75 children under five years. There are currently 49 children on roll. Nursery education funding is received for 9 children. The nursery supports children who speak English as an additional language.

The nursery opens from 07.30 to 18.30, Monday to Friday, with the exception of public holidays.

13 staff, work with the children. Over half the staff have a recognised early years qualification. The setting receives support from a community teacher from the Local Authority and is participating in Sheffield Kitemark, a quality assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are protected from the spread of illness and infection as staff follow effective health and hygiene routines. For example, staff consistently wear disposable gloves and aprons when changing children and the housekeeper checks and cleans premises throughout the day. Staff help children learn the importance of good hygiene practice as they usually encourage them to wash their hands after using the toilet and before meal times. However, children do not share enough responsibility for their personal care as routines are a little rigid.

Children enjoy a varied range of nutritious foods at meal and snack times. Breakfast for the children is well organised and promotes independence as children help themselves to breakfast cereals and other foods of their choice. However, although staff take into account children's individual dietary needs when providing food, they do not sufficiently encourage children to demonstrate their preferences at snack and lunch times. Babies and toddlers are well-rested and alert and so enjoy their play. This is because staff work closely with parents to find out as much as they can about their children's care, such as feeding requirements and sleep patterns. They use the information well to make sure children eat, rest and sleep according to their needs.

Children are active and enjoy regular outdoor experiences. This contributes to their generally good health. Babies are frequently taken for walks around the local area, while older children play outside and explore the grounds daily. They develop co-ordination and control in their movements successfully as they manoeuvre bikes around the playground and learn to walk safely on the balance beam. However, physical activities are not always sufficiently challenging to enable children to take the next step, such as attempting to climb large equipment. Children are developing skill in using a range of small equipment. For example, they throw, catch and hit balls with accuracy and use tools, such as scissors and cutlery competently.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in secure, welcoming premises where staff consistently follow health and safety procedures. For example, they conduct daily checks on the building, vigilantly monitor entry to the premises and follow rigorous procedures for the safe collection of children. Children are learning to keep themselves safe as staff teach them how to avoid accidental injury. For example, they teach them safe practice when going up and down the stairs and introduce road safety when playing outside. Babies and toddlers develop confidence as they become mobile, well-supported by staff who are within easy reach and arrange furniture so that children can pull themselves up.

Children enjoy a variety of good quality toys and play materials. They are encouraged to make choices as the play materials are placed where they can reach them easily. Children enjoy shared experiences as there is sufficient, suitable furniture to enable them to sit together comfortably. For example, babies socialise by reaching out to each other and communicating when sitting next to each other in low chairs at snack time.

Staff fully understand their responsibilities for protecting children as they have all received recent child protection training. This contributes effectively to safeguarding children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and generally well-settled because they are cared for by friendly, enthusiastic staff who help them feel at ease in the setting. Babies and toddlers benefit from lots of individual attention from staff who are sensitive to their needs and interests. For example, 1-year old children enjoy creating sounds with pans and wooden spoons, well-supported by staff who sit alongside and encourage them to further explore by offering additional resources. Most staff working with children under three years are knowledgeable about child development and refer to the Birth to three matters framework when planning for children's progress.

Children are interested in a suitable range of developmentally appropriate activities. Babies and younger children enjoy a good variety of activities where they explore using all their senses. For example, babies show wonder as they look at their reflection in a mirror and smile with pleasure as they feel different textures, such as shredded tissue paper, feathers and spaghetti. Older children show much enthusiasm in free play sessions, where they use their imagination well to develop their own ideas. For example, children using play dough describe their creations as "A troll from the Three Billy Goats Gruff story" and "Sandwiches for your dinner."

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals because staff have sound knowledge and understanding of the Foundation Stage Curriculum. They plan a suitable range of activities that cover the six areas of learning and mostly meet the needs of the children. They use a reasonable range of teaching methods, which usually maintain

children's interest and help them enjoy their learning. However, at times, there is over-emphasis on directed and group activities, which means children's learning in spontaneous and freely chosen activities is sometimes overlooked. For example, in a leaf printing activity, staff do not respond to children's interest in exploring colour as they are focusing on teaching the children how to print. Children's curiosity and desire to learn is encouraged in a variety of activities. For example, children enthusiastically search for leaves of different shapes and colours in the outdoor environment and show excitement as they find out what happens when they mix flour and water. Children are sufficiently confident in the setting to work purposefully on their own or in groups with other children.

Children use language confidently for a range of purposes, such as making their needs known, initiating conversation, describing and asking questions. They eagerly recall previous experiences and are learning to listen when others speak, although some of the children do not concentrate well in large groups. They see a variety of print in the environment and engage in a number of activities which foster hand eye co-ordination and support their early writing skills. Children are developing good counting skills, some children count reliably beyond nine. They show an interest in number, for example, some children spontaneously predict the next number in the sequence when listening to 'The Hungry Caterpillar'. However, children are not sufficiently encouraged to use their developing skills in daily routines. For instance, they do not regularly attempt problem solving activities at snack time. Children show appreciation of the world around them as they explore nature when playing outside and engage in focused activities, such as observing giant land snails.

Staff regularly observe children and use the information appropriately to note their progress through the stepping stones. However, they do not use the information consistently to plan the next steps in their learning. They monitor planned activities and evaluate if learning aims are met but do not yet monitor and observe children's free play enough. This means they are not always aware of when to encourage children to try different experiences or plan for them to be more fully included in all the setting offers. Staff produce clear reports for parents, which keep them suitably informed of their children's progress in all six areas of learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children have a sense of belonging as they are warmly welcomed by familiar adults and see their art work displayed attractively around the room. Staff help children feel good about themselves by showing them they value their attempts and achievements. For example, 2-year old children beam with pleasure when they are praised for sitting quietly and listening at story time. Behaviour is generally good. Children play harmoniously together most of the time and follow the good example of staff in showing courtesy and consideration for others. However, they are not always fully supported in managing their own behaviour, as staff do not consistently give clear explanations.

Children are introduced to the wider world in planned activities and daily interactions

with staff and each other. Staff in the group reflect the children's home backgrounds and the wider community and this helps children develop a balanced view of the world. Children learn about each other's similarities and differences as a staff encourage them to share information about themselves in group time. This approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is satisfactory. Parents and staff have warm, friendly relationships, which encourage information sharing. Parents receive a lot of information about the childcare and some information about the educational provision. For example, planning, menus and staff photographs are displayed where parents can easily see them. Parents regularly talk informally with staff about their children's care and receive progress reports every three months. This helps parents to share in their children's learning.

## **Organisation**

The organisation is satisfactory.

Children's care and learning needs are met through generally effective organisation of the nursery. Clear recruitment and vetting procedures are followed to ensure children are protected and are cared for by staff who are suitable to do so. There is a comprehensive collection of policies and procedures in place to support the day to day running of the nursery. However, the induction and appraisal system is not thoroughly effective in ensuring staff fully understand the way the setting works and develop a consistent approach to their work. For example, a small number of staff are not completely familiar with the special needs or behaviour procedures. Policies and procedures are easily accessible to parents, which ensures they are well-informed about the childcare.

Staff use their generally good knowledge and understanding of child development to create an environment that supports children's care, learning and play. This helps children feel at ease and secure in the setting. Good use is made of the Birth to three framework to improve the outcomes for younger children and there are plans in place to further develop this area of provision. Children are grouped appropriately, according to age and stage of development, which enables staff to provide a balanced range of suitable activities and experiences. Overall, the provision meets the needs of the range of children who attend.

Leadership and management of the educational provision is satisfactory. Clear aims for children's learning are shared with staff and work generally well in practice. Staff are appropriately supported and encouraged to develop their knowledge and understanding through regular meetings with senior management and good access to further training. However, the system for monitoring and evaluating the quality of teaching is not sufficiently rigorous to identify all areas for improvement, such as the over-use of directed and whole group activities. There is a commitment within the nursery to continuous improvement, reflected in the in-service training staff receive and the co-operative working with the early years teacher.

### **Improvements since the last inspection**

Since the previous inspection, records of children's attendance have improved and show clearly when children are in the setting. This contributes to keeping children safe. There have been some improvements in outdoor play provision, although some of equipment lacks sufficient challenge. For example, all the bikes are the same size and so do not help children to increase their skill.

Some aspects of nursery education have improved as staff sometimes help children count in daily routines and freely chosen activities. For example, children count the bricks they use to make a tower. This helps children develop good counting skills. However, staff do not fully exploit opportunities to introduce problem solving, such as working out how many cups are needed at snack time. Staff are currently working with the community teacher to improve the use of observations to guide planning and teaching. There are good plans in place to conduct more regular observations, although these are not yet frequent enough to identify all children's current interests and particular learning needs. Over-use of group activities limits opportunities for children to make decisions. However, they confidently make choices in free play sessions, where they select activities and resources independently.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1 April 2004.

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**

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 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):

- plan further ways to encourage children to share decisions about their care and increase their independence in managing personal hygiene

- develop a more robust system of induction and appraisal to ensure all staff consistently follow nursery policies and procedures

### **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):

- further develop the use of daily routines and children's spontaneous activity, to help children progress through the stepping stones
- make more consistent use of observation and assessment to plan the next steps in children's learning and to plan and monitor the inclusion of all children
- develop and implement a rigorous system to monitor and evaluate the quality of teaching.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)