

Sidcop Road Community Nursery

Inspection report for early years provision

Unique Reference Number	EY242067
Inspection date	13 March 2008
Inspector	Tracey Jane Outram
Setting Address	Sidcop Road Community Centre, Sidcop Road, Cudworth, Barnsley, South Yorkshire, S72 8TQ
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Registered person	Sidcop Road Community Group
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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 inadequate – notice of action to improve. The registered person does not meet 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?

Sidcop Road Community Nursery opened in November 2002. It is managed by Sidcop Road community group. The setting serves children and families living in the local and wider surrounding areas of Cudworth, Barnsley.

The nursery is registered to care for a maximum of 41 children under the age of seven years at any one time and there are currently 87 children on roll. This includes 17 children who are in receipt of nursery education funding and 37 children who access out of school care. There is provision for children with disabilities and learning difficulties and for those children for whom English is an additional language. The setting opens Monday to Friday from 07.30 to 18.00 throughout the year. The children attend for a variety of sessions.

There are eight members of staff working with the children, of whom seven hold an appropriate childcare qualification. The setting receives support from staff employed by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children attending the setting are well cared for because staff follow effective procedures, which meet children's physical, nutritional and health needs. The children learn to understand good health and hygiene practices because staff patiently explain and encourage them to take responsibility for their own self-care. For example, the older children competently wash their own hands and deal with runny noses. Self-help skills are further enhanced as children pour their own selection of drinks and serve their own snacks from the extremely well organised 'snack bar'. Meal times are relaxed and enjoyable; the children benefit greatly from opportunities to socialise with their peers.

The ethos of the setting is to encourage healthy eating. Consequently, the children are provided with a varied range of wholesome food and drinks, which are hygienically prepared and attractively presented. The menu is interesting and well balanced to ensure the maximum nutritional value. It contains an abundance of wholemeal carbohydrates, fresh fruit, salad and vegetables. Foods that are high in sugar are not provided after following the advice of other professionals.

The children's large motor skills and coordination are effectively promoted as they engage in a selection of vigorous activities. For example, they enjoy running outside, climbing steps to use the slide and pedalling the cars and bikes. They have a good awareness of space and move with confidence as they successfully negotiate obstacles when accessing the various activities. In addition, the physical skills of the youngest children are progressing well. They have access to a good range of physical play provision and their own safe and secure outside play space. This successfully boosts children's confidence because they do not have to compete with the older and more agile children to use the interesting range of equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The children are cared for in a welcoming and warm environment. Toys, activities and resources are presented attractively; they are well made, and conform to the required safety standards. As a result, the children are able to safely and independently move around the premises. The use of the secure outside play area is maximised, consequently, the children enjoy a broad range of physical challenges along with access to an interesting selection of resources.

Child protection procedures are appropriate. Members of staff attend training to update their skills and knowledge in this area of their work. They are sensitive and knowledgeable regarding the indicators of child abuse and neglect. They are well informed of the necessity to act promptly if they are worried about a child in their care. The child protection policy appropriately reflects the mandatory requirements and the guidelines from the Local Safeguarding Children Board.

All of the required fire safety equipment is in place and the emergency plan provides staff with information on how to escape. Children's awareness of how to deal with emergency situations is developing because they are involved in routine fire evacuation practises. Members of staff supervise the children appropriately and they understand how to minimise the risks of accidental injuries. However, an unsecured external door, inconsistently applied adult to child ratios and failure to ensure that a person trained in first aid is present at all times poses a risk to children's

welfare and is a breach of national requirements. In addition, the procedures for walking to and from school with the older children are less robust. They do not effectively detail the steps to take should a child fail to arrive at the allocated meeting place.

Helping children achieve well and enjoy what they do

The provision is good.

Positive steps are taken to effectively address the children's care, learning and play needs. This is because members of staff make good use of their time and demonstrate high-levels of communication and interaction with the children. They have a good understanding of how children learn because they have attended training courses to enhance their understanding of the Foundation Stage and 'Birth to three matters' framework.

The children confidently approach the friendly and familiar staff who achieve a good balance between adult led activities and allowing children freedom to explore and use their imaginations. All children attending the setting benefit from using a good selection of natural play materials. In addition, the continuous provision of role-play resources, construction equipment and an abundance of other equally interesting toys means that the children are continually stimulated and engrossed. The children are extremely happy and confident. For instance, children playing outdoors smile and laugh as they enjoy dressing-up, riding bikes and creating their own stories; they are inquisitive and excited to be involved in the activities.

The youngest children enjoy many floor-based play activities, with some easily accessible low storage for the colourful stacking toys and noisy equipment. They are supported effectively by members of staff that include them in many sensory experiences which aid discovery and exploration. Equally, the older children who attend the out of school service have access to a broad selection of play provision that is suitable for a mixed range of interests and abilities. They are free to make choices and staff ensure that they remain sufficiently challenged and interested. Good relationships are in evidence and the children are confident and task orientated.

Nursery Education.

The quality of teaching and learning is good. The staff have a good working knowledge and understanding of the Foundation Stage. The curriculum planning is well ordered and activities clearly link to the stepping stones. In addition, the children benefit from a curriculum that intensively focuses on each area of learning for a two week period. However, this is not at the expense of the other areas of learning because access to the continual provision ensures that children have a well balanced programme of activities. This helps to build the skills, knowledge and attitudes necessary to support children as they move towards achieving the early learning goals at the end of the Foundation Stage.

The children's self-help skills are developing quickly. They skilfully put on their own coats and adeptly change from shoes to Wellington boots during outdoor play. In addition, they enjoy having the responsibility of serving their own snacks and completing small jobs, such as sweeping up sand and wiping the tables. The children demonstrate warm and harmonious relationships with the adults and their peers.

The children use language confidently during activities and their vocabulary is extended through the skilful interactions of staff. For example, during group discussions and animated and story times new words are introduced to describe textures and shapes. This effectively helps the children explain their sensory experiences and confidently describe matters of personal

importance. They are inquisitive and ask questions about the things they see around them, both in the indoor and outdoor environments. The children enjoy many opportunities to write purposefully and the older and more able children are developing their pencil control and forming recognisable letters and numeric symbols. This is extended by the thoughtful positioning of writing materials outdoors and in the role-play areas. However, the children are not systematically encouraged to link sounds and letters in order to increase and enhance their phonic knowledge.

Mathematics is a strong feature of the setting with children eager to demonstrate their ability to accurately count and calculate. For example, as the children actively engage in pretend play in the 'Greengrocers' they use many numerical terms with confidence. This includes confidently and correctly describing size, quantity, weight and measure. The children have good IT skills because they have daily access to the nursery computer. Consequently, they are able to change programmes and skilfully manipulate the mouse.

The children are developing a good knowledge and understanding of the world equipment, such as magnets are used to introduce children to science. Equally, lively and animated discussions help children to develop a good sense of time and an understanding of weather patterns and sequences. In addition, the children learn about their environment and the world through growing seeds and discussing how the natural elements support growth. Art and craft activities are provided on a daily basis and the children enjoy many opportunities to sing, dance and enjoy a range of imaginative play provision. This successfully increases opportunities for children to express themselves. However, there are fewer opportunities to enhance creative thinking through observing, exploring and investigating how things work.

Helping children make a positive contribution

The provision is good.

The children have a strong sense of belonging within the welcoming and inclusive setting. Activities and play experiences are adapted to ensure that all children are able to fully participate. Resources, equipment and activities that reflect religious, ethnic and cultural diversity are provided. For example, a range of different festivals are included in the activity planning and there are dressing-up clothes, dolls and print displayed to reflect the needs of the local community. Where necessary, families are provided with additional support, which enables children with learning difficulties and disabilities to take part in all aspects of the nursery provision. Staff have developed very positive links with external services, such as the inclusion and cultural diversity team within the local authority. This helps staff to ensure that children's early years experience is a positive one.

The children's behaviour is very good. They enjoy persistent praise and encouragement, which successfully raises their self-esteem and promotes a harmonious atmosphere within the group. The children enjoy one another's company and they play cooperatively. For example, during a sorting and matching game the children negotiate taking turns and are able to share the equipment. The children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is good. Parents receive information about the Foundation Stage and members of staff provide written details about the nursery themes and projects at the start of each term. As a result, parents know what areas of the curriculum are being covered and they are provided with suggestions on how to extend their children's learning at home. The children's parents understand many aspects of the curriculum and they are extremely enthusiastic about the educational progress

that their children are making. Parents know that children's development records are accessible at all times and they also benefit from frequent meetings with the children's key workers to discuss their progress. Members of staff are approachable and they work closely with parents to ensure that children settle quickly and their individual needs are met. Parents remain informed of significant daily events that affect their children because members of staff make time to share information both verbally and in written daily diaries for children aged under two years. A parents' notice board, newsletters and a key worker system aid the partnership and good quality information is provided at the start of a placement in the nursery prospectus. Good methods of recording children's personal details are in place along with a range of parental consent for staff to take photographs of children and obtain emergency treatment or advice if required.

Organisation

The organisation is inadequate.

The leadership and management of the nursery education is good. The children attending the setting are making good progress because the leaders promote professional development and work closely with support staff from the local authority. The nursery manager and coordinator have a clear vision for the development and expansion of the educational programme. This includes a strong focus on the personal development and achievement of individual children.

The premises are suitably organised to ensure that children can safely and independently access a broad range of resources to extend their play without constraint. They are cared for by caring members of staff who are effectively recruited. For example, good systems are in place to ensure that background checks are completed to assess their suitability. The majority of staff hold appropriate childcare qualifications and they demonstrate a strong commitment towards advancing their practice and childcare skills through attending ongoing training.

Important information, such as the children's personal details are well ordered and stored confidentially. In addition, records relating to the daily operation of the setting, such as the procedures to record accidents, nappy changes and children's sleep times are effectively documented. However, the systems used to record children's hours of attendance are not robust and deployment of staff at the start of the day is insufficient. This impinges on children's well-being and does not meet national requirements.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to devise a written procedure for lost or uncollected children and enhance the child protection policy. They have since improved documentation, which has subsequently improved practice and children's welfare.

The last inspection of nursery education recommended that improvements be made in the opportunities children have to extend their mathematical skills and access to information technology. Since then, the children have been provided with daily access to a computer and a range of education programmes. In addition, the children have frequent opportunities to develop their mathematical understanding through a range of everyday activities.

Complaints since the last inspection

Since 1 April 2004 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.

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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, the registered person **must** take the following actions:

- ensure that staff trained in first aid for infants and young children are on the premises at all times
- ensure that minimum staffing ratios are consistently applied
- ensure that the premises remain secure at all times
- ensure that systems are in place to record the children's hours of attendance.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- increase opportunities for children to link sounds and letters
- increase opportunities for children to increase their creativity through observing, exploring and investigating how things work.

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