

# Sidcop Road Community Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY242067
<b>Inspection date</b>	29 July 2008
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	Sidcop Road Community Centre, Sidcop Road, Cudworth, Barnsley, South Yorkshire, S72 8TQ
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<b>Registered person</b>	Sidcop Road Community Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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 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?

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, near 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 56 children on roll. This includes 25 children, who are in receipt of nursery education funding and 36 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.

Children enthusiastically enjoy outdoor play activities, throughout their time at the group. This contributes to their general good health. They engage in a wide range of challenging physical activities, that promotes good hand and eye coordination, as they throw and catch balls. Children successfully negotiate obstacles as they move with control, for example, as they run, jump and balance on beams. They skilfully manoeuvre wheeled toys around the playground. Staff follow closely the 'Birth to three matters' framework and children under three years benefit from this. Babies explore their immediate environment, encouraged by staff that stay physically and emotionally close.

Children are well protected from illness and infection, as they are cared for in clean and well maintained premises. Children know the importance of personal hygiene, as they readily follow good practice and daily routines. For example, they wash their hands frequently throughout the session, in particular after accessing the toilet, before eating and after outdoor play, without reminders. Children manage their personal needs effectively, for example, they obtain tissues to wipe their own noses. Arrangements for first aid and administering medication, successfully meet requirements and protect children. However, confidentiality is not maintained, when recording accidents.

Children enjoy a wide variety of healthy snacks and drinks, that take into account children's dietary needs and the wishes of parents. Children are confident and they independently access snacks and drinks throughout the session, according to their own needs, which contributes significantly to their understanding of a healthy lifestyle. Children are well rested and alert and so they enjoy their play.

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

The provision is good.

Children are cared for in a safe and welcoming environment, as a result of staff having a secure understanding of their role, in keeping children safe. Children are protected from potential hazards, as daily checks of the premises are made and steps are taken, to minimise identified risks. This enables children to move around freely and safely, indoors and outdoors. Effective safety and security precautions are in place, such as the main door having a keypad.

Children are aware of procedures to follow in the event of a fire, as drills are held regularly.

Children independently select activities, from a wide range of good quality toys and equipment, stored in child-height furniture. Children's toys are carefully monitored by the staff, to ensure they are safe and appropriate, for their age and stage of development.

Children are well protected, as staff give a high priority to children's welfare. This is because staff fully understand their responsibilities for protecting children. Policies and procedures are in place and they follow Local Safeguarding Children's Board guidelines.

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

The provision is good.

Children arrive happy and eager, to participate in their time at the nursery. Close and caring relationships between staff and children, increases children's sense of trust and their self esteem. Children show a strong sense of belonging. They actively make choices about their play, selecting resources and undertaking tasks from the broad, challenging and stimulating range available. They demonstrate good independent skills and successfully plan their own time, making decisions about what to do. They confidently put on aprons to paint and they help themselves, to a broad range of quality resources.

Staff effectively use the 'Birth to three matters' framework and the curriculum guidance for the Foundation Stage, to provide good quality care and education. They plan activities and experiences, that interest and motivate children. Younger children enjoy many pleasurable experiences. For example, as they print pictures using apples. They laugh with delight, as they have fun splashing in the puddles in the playground. Staff consistently respond to the children's individual needs and adapt activities, to follow their ideas and suggestions. Children are encouraged and supported, to extend their play activities and to try out new skills. They receive high levels of support from staff, who use observations and their knowledge of the children, to build on what they can do to extend activities, at the child's own pace. This results in children being confident and enthusiastic learners.

Nursery education.

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage, ensures that children progress well, in all areas of development. Children are interested and motivated to learn, through well planned and spontaneous activities and experiences, which extends their imagination and provides them with challenges. They use their imagination well, as they thread paper strips together to make place mats. They show good concentration skills, as they work together to design and create a totem pole, extending their imagination and using their natural creativity, with a wide variety of craft materials and resources.

Children are confident speakers and they listen intently to each other, when playing and in groups, as they reflect on when they planted the carrots and how they laughed, when they pulled them up. Children have an understanding that print has a meaning. They write for a purpose, as they make books as part of set activities, although there are missed opportunities, to extend children's writing in everyday routines. Children behave very well and are sensitive to the needs of others. They manage their own behaviour well, using language to resolve conflict, encouraged and supported by skilled staff.

Children are motivated to learn through the planning of activities, which captures their imagination and interest. They are confident and assured to work and play independently, as well as together in groups. Children have good counting skills and count the number of goals scored, in their game of football.

Priority is given to getting to know children and their families well. Staff gain a beneficial understanding of children's interests, by talking to parents and observing children as they play. They regularly assess children's progress through the stepping stones, providing a clear picture of their progress for parents. Staff use this information to plan appropriate challenges for children. Staff interact well with children and involve them in some planning activities. They make good use of open-ended questions, to develop children's thinking, stimulate curiosity

and to encourage them to use their imagination. Planning is flexible enough to respond to children's interests, which ensures they enjoy their learning. Overall, children make good progress in all areas of learning

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

The provision is good.

Children have a strong sense of belonging and they feel at ease within the environment. They are warmly welcomed by staff, who are sensitive to their needs and value their individuality. Staff work closely with parents, to find out what is important to children, such as special events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions, about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them, about what they have been doing at home. This contributes effectively to children developing self esteem.

Children's spiritual, moral, social and cultural development is fostered. Children play harmoniously together, as they are aware of their own needs and they show consideration, for the needs of others. For example, older children share football skills with younger children, as they show different moves, like back kicks. Children confidently share information about themselves and listen with interest, when others share their news. This is due to staff planning opportunities, for them to be together in group times and independent play. Children talk about family celebrations at group time. Well planned, meaningful activities and resources, help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors, to broaden their knowledge of the environment. This helps children appreciate each others similarities and differences and to gain an understanding of the lives of others.

Partnership with parents and carers is good. Priority is given to getting to know children and their families well. This ensures children are cared for in an environment that is sensitive to their individual needs and home routines are followed. Parents are confident in approaching staff and they regularly share their views, through a suggestions box. Parents are kept informed about what their children are doing and learning through newsletters, photographs and a notice board. Parents and staff share daily information, about the child's day. This encourages parents to become involved in their child's learning in meaningful ways.

### **Organisation**

The organisation is good.

Children are cared for in an environment where they can move around and explore freely. Familiar staff are always on hand, to offer support and reassurance. This contributes to children feeling secure and content in the nursery. The indoor and outdoor space is laid out, to maximise play opportunities for children and to encourage their independence and initiative. Most permission forms and records are in place.

Children benefit from the cohesive staff team, who are enthusiastic and clearly committed to self-evaluation and improvement of their practice. They share a clear understanding of good early years practice, through a comprehensive induction process. Policies and procedures are used to promote the welfare, care and learning of children, that contributes to their well-being. However, these are not readily available for inspection. There is an appraisal system in place, to identify staff training needs and to ensure the policies and procedures are consistently

applied. They make good use of observations and assessments, to monitor children's progress and to identify gaps in the provision.

Leadership and management of the nursery is good. Children benefit, as staff regularly access further training. This commitment to improvement, ensures the continual development of the educational provision. 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 provider was required to address several issues, relating to first aid and staffing. The provider has reviewed staffing rotas, in order to ensure that the required staffing ratios are maintained. Also additional staff have completed first aid training. This is to ensure that staff who hold a valid certificate, are on duty at all times.

The provider was also required to address security issues and documentation. All repairs have been completed, to ensure the premises are secure. Also the provider was required to record the children's hours of attendance. The registration system has been reviewed and amended. The children's hours of attendance is now maintained.

### **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**

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 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 confidentiality is maintained when recording accidents
- ensure all required permission forms are in place.

#### **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 opportunities to share information with parents and make policies and procedures more accessible.

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](http://www.ofsted.gov.uk)