

Fairmount Nursery (Broomhall)

Inspection report for early years provision

Unique reference number

EY242680

Inspection date

15/04/2009

Inspector

Sarah Gilpin

Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Fairmount Nursery, Broomhall, opened in September 2001 and is one of three Fairmount nurseries in Sheffield owned by Fairmount Nursery Ltd. It is located in Broomhall, close to the city centre and serves children and local families and families from the wider Sheffield area. Children are accommodated on two floors in a listed building. Children under two are cared for in three rooms on the ground floor and children two to five years are cared for in two rooms on the first floor. The nursery is registered to care for 75 children in the early years age group. The provision is registered on the compulsory and voluntary parts of the childcare register. There are currently 94 children on roll who attend for a variety of sessions. The setting provides support for children with learning difficulties and disabilities and for those children who speak English as an additional language. The nursery opens from 07.30 to 18.30, Monday to Friday, except for bank holidays. There are 22 staff, of whom 16 are qualified, who work directly with the children in addition to the manager and senior manager. The setting receives support from a community teacher from the Early Years Development and Childcare Partnership and is also participating in Pathways to Quality, a quality assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff work hard to promote the children's well-being and meet their individual needs, they use the information gathered from parents and their own observations to plan for their development and learning. As a result, the children make good progress towards the early learning goals given their starting points. There are positive relationships with the parents and carers ensuring that information is routinely shared. Links have been forged with alternative care settings and partnership working with other professionals means that all children's development is supported. The recommendations from the last inspection have been effectively addressed and the ongoing process of self-evaluation demonstrates the nursery's capacity to improve the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the systems for observing what the children know and can do, cross referenced when possible to ensure all aspects in their learning are included and carefully monitor the assessment records to promote consistency
- consider ways to develop the outdoor provision further by utilising the environment and extending the range of resources available to the children to ensure that there is a balance of adult-led and freely-chosen or child-initiated activities that are delivered through outdoor play.

The leadership and management of the early years provision

There is a good range of policies and procedures, which the staff implement well to ensure the safety and well-being of the children in the setting. For example, there are comprehensive risk assessments completed for the premises and outings involving the children and the safeguarding procedure is in line with those of the local authority. Staff understand their role in ensuring that children are safeguarded effectively. There are robust recruitment, vetting and induction procedures that make sure that children are only cared for by adults who are suitable to do so. Regular appraisals, training and development opportunities are provided to ensure that the staff continue to develop their skills and knowledge of childcare practices.

There is a systematic approach to the planning for and assessment of the children in the setting. This includes observing a group of children each week, identifying the next steps in their learning and then planning individualised activities to promote their development. This distinct planning coupled with the continual provision of resources for the children to independently access ensures that they are making good progress in their learning. This is a relatively new planning and assessment system and there are some inconsistencies in the quality of the observations and links made by staff to the aspects of learning. The management recognise that this will need to be carefully monitored as it develops.

The nursery staff work in partnership with other professionals to support the learning and development of children who have specific needs. There are positive relationships with the parents and carers who share their positive experiences. Parents are provided with a wealth of information about the nursery and the care provided for their children. Regular updates on the progress their children make in their learning and home observations sheets help them to share in their children's development.

The quality and standards of the early years provision

The children are happy and well settled in the nursery because staff are on hand to support their play and learning. The babies and toddlers are offered comfort and reassurance when they find leaving their parents and carers difficult, which helps them to feel secure. Staff follow the routines of the youngest children to make sure that their care is consistent with that at home. There are resources arranged at low level for the children to access and when children are beginning to find their feet, suitable equipment is provided for them to pull themselves up to practice and find their balance. The children's rest and sleep routines are managed well by staff and when it is time to wake up they use gentle coaxing, cuddles and affection to help the children re-engage in the nursery activities. The children are articulate and engage the staff in conversations about what they are doing, expressing themselves effectively when they want to change what they are playing with. Staff encourage them to tidy away resources, which develops their awareness of the need to care for objects.

The children listen to the adults questions, which are often open ended to encourage their thinking and extend learning, and follow the instructions of the staff and this demonstrates their understanding of the adults expectations of them. Children show a keen interest in the inspection laptop and they confidently play games on the nursery computer. Young children are encouraged to babble and make sounds and staff talk constantly to them reinforcing the use of verbal communication. In addition, staff have attended training in Makaton and are beginning to introduce the children to simple signs, such as milk and nappy.

The children are beginning to use mathematical language spontaneously in their play, for example they make 'very long' trains and make pots 'full and empty' when pouring the rice from one pot to another. Staff introduce children to numbers, counting and shapes through everyday activities, such as taking the register and observing what is around them. They eagerly explore paint, using their fingers, sponges and paint brushes and some children are beginning to create recognisable images, for example they paint pictures of the events in a familiar story about a bear. Children effectively demonstrate their observational skills as they paint pictures of daffodils using paint and these are displayed to ensure that children can take pride in what they have created.

Their physical growth is planned for, the toddlers enjoy playing with gloop, finger painting and moulding the playdough, all of which helps their dexterity and hand-eye coordination. The children have regular opportunities to play in the fresh air and take exercise in the nursery garden and activities form part of the planning. However, there are limited resources in the garden to challenge the older children or for them to explore, climb and balance on.

Young children are helped to recognise safe practices because the staff are on hand to remind them of the dangers of riding bikes and to take care when moving around inside the nursery and in the garden. Regular fire evacuation practices ensure that both staff and children are familiar with exiting the building, should they need to do so in an emergency situation.

The children show care for nursery pets as they feed the fish and observe carefully what the snails are doing in the tank. They talk about their homes and families, confidently sharing the details of events with the staff. They learn about the local and wider community through planned activities and resources that reflect the diversity of society. Children use their growing imaginations to share a pretend world of flying cars as they move around the room. They follow the routine of the day and are eager to participate in the next planned activity, for example by tidying up and preparing to go into the garden. The children sit well together at meals times and enjoy the social aspects of eating a meal together. The foods provided for main meals are supplied by an outside catering company, while snacks and drinks are prepared on site all of which meet the individual dietary needs of the children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.