

Handsworth Community Nursery

Inspection report for early years provision

Unique reference number	EY257456
Inspection date	17/12/2008
Inspector	Lynn Rodgers
Setting address	Richmond Park Drive, Sheffield, South Yorkshire, S13 8HH
Telephone number	0114 2540113
Email	
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

The nursery is a well established community run nursery, which opened on its present site in January 2003. It is accommodated in a purpose built single storey building, plus one classroom in the infant school on site, located in a suburb of Sheffield. The group offers child care to the local community and the wider areas. It provides full day care for up to 66 children aged three months to under eight years. There are currently 80 children on roll, of which, 55 are in the early years age group. The nursery currently supports four children identified as having special educational needs and two children with English as a second language.

The nursery is open each weekday from 08.00 to 18.00 for 50 weeks a year. It also offers sessional places from 09.00 to 12.00 and 13.00 to 16.00. A breakfast and out of school club offers places to 36 children aged four to 14 years from 08.00 to 09.00 and from 15.00 to 18.00.

The building has four play rooms, dining room, office and all appropriate facilities including toilets, kitchen, laundry and storage space. There is a secure outdoor play space.

There are eight staff working on a full-time basis plus four part-time staff and one unqualified staff member. All staff hold an appropriate early years qualification, with the exception of one, who is working towards a qualification. There are four office based staff and a cook and cook's assistant. The nursery is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

The nursery is a member of the Early Years Development and Childcare Partnership and Community Nurseries Network. The nursery is part of the Neighbourhood Nurseries Initiative and is one of the Children's Centres initiative in Sheffield. They receive support from the community teacher and the staff in the infant school on site.

Overall effectiveness of the early years provision

Children with learning difficulties and disabilities are fully supported and included. There are systems in place for individual development plans and the SENCO worker is responsible for setting achievable goals to aid the children's progression. There are suitable resources that are used well to encourage the children to participate and children who speak English as a second language actively take part in all activities. Children's dietary requirements are established and met appropriately and there are well established routines for the care of babies and young children. Staff meet children's individual needs well because they know the children's starting points, have established their likes and dislikes and provide them with stimulating and exciting play situations. The leader and staff are proactive to support the children and provide continuous improvement through self-evaluation and reflecting on the practice.

What steps need to be taken to improve provision further?

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

- include other languages on displays and signs to foster children's awareness of diversity
- continue to monitor children's progression and keep a clear record of their next steps.

The leadership and management of the early years provision

There are robust systems in place for positive recruitment to ensure all staff are suitably qualified and have the relevant experience to carry out their roles and responsibilities. The vetting procedures are in line with the regulators requirements and all staff have had checks carried out on them. Detailed staff records show what their qualifications are, training they have accessed and relevant experiences. There is a named deputy, SENCO and child protection liaison officer to ensure children are safeguarded. Robust risk assessments are carried out daily and all details clearly recorded. Effective planning, assessments and observations ensure children are working towards the early learning goals and the staff monitor their progression, however, the children's next steps are not clearly documented. Induction procedures ensure that staff follow policies and procedures effectively to ensure the children's safety and manage their welfare effectively. For example, staff are vigilant, supervise the children thoroughly and organise space and resources to meet the children's needs effectively.

All documentation is relevant to the setting, available and in order, regularly reviewed and stored securely. The vision for the setting is to continue to self-evaluate and act on reflecting practice. The staff, children and leader are highly motivated because the leader has full support and confidence from her line manager. The manager gives the same support to her staff and never asks them to do a task she isn't willing to do herself. She sets high standards and expects the staff to work hard and offer robust care to the children. She builds committed teams, through good communication, excellent people skills and appropriate self-appraisals. Staff meetings are part of the routines and are used constructively to air differences and move the setting forward. Professional development of staff is highly regarded, which results in a dedicated team of workers who know and can execute their responsibilities well. They promote an inclusive environment because all children are welcomed, included and their individual needs are effectively met.

Improvements from the past inspection have all been met and addressed appropriately. Outcomes for children is ongoing and staff have acted upon the last action plan effectively. Partnership with parents and home learning is very well established. Parents receive both written and verbal feedback on a daily basis and staff encourage them to talk and ask for advice. There is an excellent system in place for sharing information and homework folders that parents take to further

develop children's reading and communication skills at home. The setting has forged positive links with other settings in the area. The head of the infant school and staff are very supportive and help the nursery staff with planning and assessments. The out of school and breakfast club are organised and managed well, to ensure children are cared for and have an enjoyable time at the setting.

The quality and standards of the early years provision

Children play in a warm, friendly environment because staff organise the space effectively, and have established routines that are appropriate to the setting and the needs of the children. The setting is welcoming and the premises are in good condition, with robust risk assessments carried out daily. Resources and equipment is well maintained and stored effectively, so that children can reach them easily, promoting their independence. For example, access to work shop, sand and water materials. Positive steps are taken to promote safety, through vigilant supervision of the children, meeting all safety requirements and staff have a secure knowledge of safeguarding children procedures, in line with the local Safeguarding Children Board. An existing injuries record is kept to protect children and procedures in event of any abuse against staff is in place. Security is good with key pad locks, buzzers on all external doors and safe collection procedures. Fire evacuation is carried out regularly and outings are organised effectively with adult, child ratios adhered to.

The adults promote the good health of children through, cleanliness of the environment, set routines and good examples for children to follow. Food preparation is in line with the local health and hygiene standards and adults take positive steps to prevent the spread of infection through, minimising risk, following health and hygiene procedures and disposing of soiled items immediately. Sickness policies are shared with staff and parents and there are robust medication and emergency treatment systems in place. All staff hold current first aid certificates, which are displayed. Children are provided with regular drinks, receive adequate quantities of food, which is nutritious and promotes healthy eating.

Children enjoy their learning through well planned activities that are exciting and stimulating, which helps them to make progress towards the early learning goals, in relation to their starting points, capabilities and interests. They learn to be skilful communicators as they talk, play and learn. They enjoy being together, find a voice, listen and respond. They can be imaginative through creative and role play activities and are beginning to represent by mark making and copying the adults who work with them. Staff have a very good knowledge of the Foundation Stage and they use this to plan activities that work towards the early learning goals. Children progress well because plans effectively cover all areas of learning and they are assessed and monitored. Children's starting points are established on entry, and time and resources are well used. Effective teaching methods help children to progress, gain independence and use their own initiative. However, the children's next steps are not always clearly recorded. The children's work is beautifully displayed, but only English text is used.

Equal opportunities and inclusion is effectively promoted, through excellent

recourses used to provide activities that reflect diversity, and positive attitudes. There are systems in place for supporting children with learning difficulties and disabilities and children who speak English as a second language. Children behave very well because they are happy, very well occupied, stimulated and included. Written policies, and shared information ensure partnership with parents is good, daily information is shared through verbal and written communication and children's individual needs are met. Complaints are effectively dealt with because staff make the complaints procedures available to parents through the notice boards, policy book and leaflets.

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?	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 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.