

Hillsborough College Nursery

Inspection report for early years provision

Unique reference number	EY313708
Inspection date	24/02/2009
Inspector	Geneen Yvonne Hulse-Brown
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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

Hillsborough College Nursery opened in 2005. It operates from purpose built premises on the college campus in Hillsborough, Sheffield and is located close to local amenities. The nursery takes children of staff and students at the college and serves the local and wider community.

The nursery has two playrooms, staff room, office, kitchen and toilet facilities. There is secure outdoor play space available to the children. Access to the premises is via a level entrance at the front of building. A maximum of 40 children aged from three months to eight years may attend the nursery at any one time. There are presently 63 children attending in the early years age group. The group supports children with learning difficulties and disabilities, 25 per cent of children attending speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery receives funding to provide free early education to children aged three and four.

The group offers full day care Monday to Friday for 38 weeks of the year and children attend for a variety of sessions between 08.00 and 17.00. A team of 14 staff are employed to work with the children on a full and part time basis. Of these 12 hold early years qualifications and two are working towards a National Vocational Qualification at level 2. The nursery has a member of staff working towards an Early Years Professional Status, in addition they employ an ancillary worker. The setting receives support from the local authority Early Years Consultant and special educational needs support workers. The nursery have achieved Investors in People status.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very curious, confident and motivated as they access choices in a stimulating and challenging environment. This is due to experienced staff planning a wide range of enjoyable activities tailored to their individual needs. Effective promotion of children's safety and well-being and high levels of support ensures they make good progress in their all round learning and development. Strong partnerships with parents and carers supports continuity of care and links with other providers of early education are still in their infancy. The nursery has high commitment to continuous improvement, through in-house training, quality assurance and space for reflection.

What steps need to be taken to improve provision further?

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

- review planning and organisation of routines to allow children more free access to outdoors

- continue to build upon the links established with other agencies and settings providing for children in the Early Years Foundation Stage
- consider including other languages in displays containing text.

The leadership and management of the early years provision

Staff are successfully supported by a well-organised management team, who motivate them to develop good quality practice. Strong leadership of the setting effectively enables staff to meet the needs of all children, as they provide challenging and interesting activities. The well-established staff team work co-operatively together, ensuring continuity of approach, forging trusting relationships with users. Staff's very good knowledge and understanding of the Early Years Foundation Stage (EYFS) framework enables them to complete accurate observations and plan the next steps personalised to individual children.

The nursery has robust systems in place for recruitment and selection following college guidance. These processes ensure that staff continue to be suitable to work with the children. Annual appraisals, management and team meetings provide regular opportunities to discuss and evaluate the service provided. Staff are well supported to access in-house and external training opportunities, demonstrating a high commitment to personal and professional development. The nursery recognises the importance of self-evaluation to monitor practice and plan for the future. Discussions in staff and team meetings effectively contribute to identifying the settings strengths and areas for development.

Well-established relationships with parents and carers ensure consistent and effective sharing of children's progress and achievements. Parents share information about their children and receive daily updates on what they do at nursery. The setting has recently implemented home observation sheets for parents to complete on activities and experiences children have enjoyed away from nursery, however, uptake on these has been slow. Parents are very happy with nursery, as they approach staff with confidence and value opportunities to discuss their children's development. Children attending the nursery move on to a wide variety of settings outside the local area and therefore links with childcare providers and other agencies are in the early stages. Pictorial prompts and symbols help children understand daily routines and support them to settle into their new environment, aiding communication where English is an additional language.

Experienced staff demonstrate a strong understanding of their roles and responsibilities in safeguarding children. Consistent implementation of a very comprehensive range of policy and procedures successfully promotes children's welfare. Extensive risk assessments are in place, with regular reviews completed to identify changes and work needed. Policies and procedures fully reflect the EYFS framework and college guidance. All policies and procedures are available to parents in the nursery entrance, with additional shortened information contained in the nursery booklet. Staff are effectively deployed throughout the setting, allowing children to actively manage their own safety and extend their independence in a well-resourced and supervised environment.

The quality and standards of the early years provision

Children enthusiastically enjoy a broad range of stimulating experiences. They are well motivated to actively plan their own time as they make good progress in all areas of learning. Children are confident and independent as they choose what to plan with and move freely around the nursery. Daily access to a well planned and resourced outdoor provides children with space to run, climb and enjoy the fresh air as they learn how to keep healthy. However, routines can on occasion limit children's opportunities to make independent choices between playing indoors and outdoors. The imaginatively planned outdoor area successfully extends indoor activities including, role-play, sand and water alongside large apparatus. Staff's good understanding of the EYFS enables them to plan a broad selection of well-planned activities that effectively promote children's learning and development. Observation, planning and assessment systems clearly chart children's progress and identify their next steps.

Children use early problem solving skills using maths language as they build tall towers and talk about aeroplanes flying up and down. They enthusiastically use number in daily activities as they count using computer programmes and when singing about five little ducks. Children concentrate as they complete simple and more complex jigsaws and follow patterns as they move beads on frames. Mark making materials are freely available for children to write names on their pictures and use in the role-play area. Children listen intently to stories and confidently share news with their friends at group time, as they recall going to the hairdressers and having pink nails. Older children skilfully spell out their names and explain how they have the same letter in their names. They recognise names on flash cards as they self register and choose when to have snack. Children of all ages excitedly explore a variety of mark making materials including paint, pencils and crayons.

Children are developing a good understanding of their environment as they explore their surroundings with increasing motivation. Babies and non-mobile children enjoy planned access to the outdoor area, where they play with balls and can see the older children extending their physical skills. Children enjoy acting out roles as they make large baskets and boxes into boats, as they sing row the boat and act out a bear hunt. The excitedly chatter about looking for 'wiggly worms' as they dig in the nursery garden as part of planned activities. At present, the outdoor area is not used to its full potential. Children happily undertake walks to the local park, shops and around the college campus extending their understanding of their surroundings.

High levels of consistent praise and encouragement from staff ensure that children develop positive self-esteem. Displays promote pride in children's work, although there is limited use of text in other languages to support children with English as an additional language and introduce other types of print. Children are learning how to manage their own behaviour as they take turns, share and follow good staff role models. They confidently approach visitors showing curiosity on why they are there and what they are doing. Babies and young children enjoy warm and

caring relationships with familiar staff that use cuddles and facial expression to develop early communication skills. Well-resourced craft areas provide children with many opportunities to explore their natural creativity. Overall role-play areas are appropriately resourced, although on occasion lack imagination for children to further extend their play. Younger children enjoy many tactile experiences as they splash soapy bubbles, run their fingers through sand and squeeze dough.

Staff successfully promote children's health and well being, as they use topics to talk about our bodies and when playing with pretend foods. The nursery works with parents to promote healthy eating as children all bring packed lunches. Baking activities help children learn about foods that are good for us and taste new foods such as pancakes on Shrove Tuesday. Sensitive reminders help children to learn safe practice and take acceptable risks as they play. Discussions about wearing safety belts extend their understanding.

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?	3
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 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.