

St Leonards Nursery

Inspection report for early years provision

Unique reference number	300739
Inspection date	26/03/2009
Inspector	Yvonne Victoria Facey
Setting address	St Leonards Church Hall, Everingham Road, Sheffield, S5 7LE
Telephone number	0114 242 2466
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).

Description of the setting

St. Leonard's Nursery is a privately owned day nursery which first opened in 1995. It operates in self-contained rooms in the St. Leonard's Church building in the Longley area of Sheffield and serves the local community and wider Sheffield area. Children are cared for in a dedicated hall and a separate dining room. The premises are accessible to people with limited mobility. A fully enclosed area is available for outdoor play.

The nursery is open each weekday from 07.30 to 18.00 all year, except for weekends and bank holidays. There are 24 places for children in the Early Years Foundation Stage (EYFS). There are currently 25 children aged two to under five on roll.

There are four permanent staff members, all of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The provisions has made positive improvements since the previous inspection. There are some good aspects that have been put in place to ensure children are safe and most make suitable progress in their learning. However, there are aspects, such as inclusive practice that must be developed to ensure all children reach their full potential in their learning. The provision has begun to evaluate their service and have produced action plans to ensure that improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- ensure policies and procedures are shared with parents
- continue to improve systems within the Early Years Foundation Stage to plan, observe and assess overall children's learning.
- explore the use of outdoor play to further enhance children's learning
- develop inclusive practice to ensure that all individual childrens needs are fully met.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested at the time of each child's admission to seek emergency medical treatment or advice (Safeguarding).

06/04/2009

The leadership and management of the early years provision

Staff have begun to develop systems for involving parents in their children's learning, for example, children have a 'learning journey' that informs their parents what they have done during the day. Children take photographs of the activities they have been included in. Policies and procedures have been updated to ensure that requirements are met and children's welfare and safety are prioritised. However, these have not yet been shared with parents. Accidents are suitably recorded and there is always a member of staff on duty with first aid. However, written parental permission to seek emergency medical treatment is not requested from parents. This is a breach of requirements. Information gathered from parents enables staff to meet the individual needs of children. However, the provision is not effectively focusing on their inclusive practice and the diversity of children. Systems in place are not sufficient to support all individual children. For example, children who speak English as an additional language, how to link with other agencies if they have a concern about a child's learning or consider gender when planning activities.

The provisions has made positive improvements since the previous inspection and worked closely with the local authority. Staff are beginning to access suitable training so they can update their knowledge and understanding of current childcare practice and provide children with good care and learning. Systems for staff appraisals are not yet in place.

The quality and standards of the early years provision

Observations, assessments and planning systems are sound to ensure that children are making suitable progress. There are some areas of learning, such as numerical skills, knowledge and understanding of the world that are not effectively planned for. Children's starting points are suitably considered and new children have an eight session assessment so staff can plan appropriate activities and decide who is more suitable to be the key person. The learning environment is organised appropriately to enable children to freely choose activities. Although, linking indoor and outdoor play is not has not been developed so children can freely access both areas alongside each other.

Children enjoy singing action rhymes, such as 'hop little bunnies' and 'the wheels on the bus'. They enjoy stories, such as 'Hungry caterpillar' and staff have made arrangements to increase their interest in books. For example, they have made a book using photographs of the children that attend and children can borrow a book to take home and read with their parents. Children are able to construct with a purpose in mind using a suitable range of resources, for example, as they construct the train track with ease. There are sound opportunities for children to complete a simple programs on the computer and use ICT to perform simple functions, such as using the camera. Children are beginning to understand that letters have sounds, for example, 'B' for 'bear' and 'butterfly'.

Children are generally well behaved. However, some of the routines of the day

leave children with no focus. They are beginning to have disagreements and the atmosphere becomes very noisy because there are no activities provided for them, particularly after lunch. Staff provide suitable experiences for children to learn about keeping themselves safe and healthy. They use the 'smiley crocodile' puppet to talk about brushing their teeth and practise fire evacuation with the children. Children are beginning to introduce their own discussions about safety as they play. For example, as they play with the castle they say they need the fire engine because its on fire.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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

Ofsted received concerns related to safeguarding children. An Ofsted inspector visited the nursery on 1 July 2008 in order to investigate the concern. As a result of this visit three actions were raised requiring the registered person to update their child protection policy in line with the Local Safeguarding Children's Board, ensure that policy details action to be taken in the event of an allegation about a staff member and to ensure Ofsted is notified of any significant events. The registered provider has sent a written response to confirm that these actions have now been met. The provider remained suitable for registration at the time the investigation was closed.

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.