

# Killamarsh Village Day Nursery & Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY383579
<b>Inspection date</b>	17/02/2009
<b>Inspector</b>	Tracey Jane Outram
<b>Setting address</b>	Sheepcote Road, Killamarsh, SHEFFIELD, South Yorkshire, S21 1DU
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<b>Email</b>	
<b>Type of setting</b>	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

Killamarsh Village Day Nursery & Pre-School opened in 1972 and in 2008 they moved to single storey purpose-built premises. They are now situated within the grounds of St Gile's C of E Primary School in Killamarsh, which is on the outskirts of Sheffield. The setting is managed by a board of directors who form the non-profit making company.

The setting is open each week day from 08.00 to 18.00 and the children attend a variety of sessions. A maximum of 42 children aged from three months to five years may attend the setting at any one time. There are currently 105 children on roll, of these, 13 children receive funding for early education. The setting supports children with learning difficulties and disabilities. There are 15 members of staff, six of whom hold appropriate early years qualifications to at least NVQ level 2. The setting receives support from the Local Authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children are offered a warm welcome from the friendly staff who talk openly with parents to share information about the care of their children. However, communication is not sufficiently focused on the children's progress and aspects of observation and assessment are inadequate. In addition, some welfare requirements in relation to health and safety are not met. While the nursery has the capacity for further improvement; the quality of self-evaluation is weak and does not demonstrate a realistic view of the areas for further development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- |  |            |
|--|------------|
| • ensure that risk assessments are completed for each specific outing  | 03/03/2009 |
| • request the permission of all parents to obtain medical advice or treatment for children   | 03/02/2009 |
| • ensure that the outdoor play area is made safe and secure  | 03/03/2009 |
| • ensure that every child receives a challenging learning and development experience that is tailored to meet their individual needs               | 03/02/2009 |
| • consult with parents and undertake sensitive observational assessments in order to plan to meet children's individual needs and monitor progress | 03/03/2009 |

- increase knowledge and understanding of Special Educational Needs Code of Practice.

03/03/2009

To improve the early years provision the registered person should:

- develop the system of self-evaluation to identify strengths and priorities for development that will improve the quality of the early years provision
- develop the opportunities for outdoor play to ensure that children have meaningful and enjoyable experiences.

## **The leadership and management of the early years provision**

Members of staff caring for the children are suitably trained and the systems of recruitment, vetting and induction are satisfactory. Adult to child ratios are met at all times and in the baby room, they are exceeded. This enables adults to provide high-levels support and interaction. The children each have their own base rooms and they are cared for by friendly and familiar staff. However, the transition between rooms is less ordered and does not address the developmental needs of all children.

Members of staff have a sound knowledge and understanding of the local safeguarding children procedures, and they have access to a clearly written policy that contains all of the required information. In addition, good supervision and the use of a carefully applied password system ensures children's safe departure from the setting. However, risk assessments for outings are not in place and the safety and security of the outdoor play area does not maximise the children's welfare.

Parents are warmly welcomed and sociable members of staff share all relevant information about the children's activities verbally and in written form for the babies and toddlers. Information about the setting and notices are openly displayed and parents have opportunities to access the policies and procedures, which underpin the operation of the setting. Children's personal details are recorded appropriately but written parental permission to seek any necessary emergency medical advice or treatment in the future is not in place for all children.

Overall, the gathering and analysis of evidence about the effectiveness of the early years provision lacks rigour and does not demonstrate a realistic view of the areas for further development. For example, while the manager has identified some key areas for development; little action is taken to secure improvement and support effective practice.

## **The quality and standards of the early years provision**

The children attending the nursery are settled and benefit from having opportunities to investigate equipment and make independent choices of resources and activities. They are extremely well behaved and demonstrate a strong sense of belonging. The children are confident to communicate and staff are sensitive to the many different ways that children express themselves both verbally and non-

verbally. The children are introduced to problem solving reasoning and numeracy through action rhymes, using numbers as labels for counting and exploring patterns, shapes and measure. Some children confidently rote count and when drawing self-portraits they accurately count use numbers to describe their actions, for example, 'I have drawn two eyes and one nose'.

All children, including babies enjoy a range of creative play experiences, which stimulate their sensory development. The children confidently enjoy music and dance and they demonstrate an aptitude towards the use of information and communication technology. In addition, the children show an interest in construction and model-making. The children's dexterity is enhanced through the use of equipment, such as scissors, pencils, paint brushes, rolling pins, and cutters. Likewise, babies enjoy the use of building bricks and older children skilfully join together pieces of track to design a railroad for the trains, engines and trucks. However, during some designing and making activities, the children are not given time to consolidate their own learning by independent experimentation.

The children are helped to develop good social skills and learn about maintaining their own personal safety; for instance, they are frequently involved in fire evacuation drills and they show confidence to attend to their own personal care.

The children enjoy active play and they confidently peddle and manoeuvre small wheeled toys, chase balls and climb on small scale apparatus. Babies and toddlers are also supported to enjoy physical play and they delight in activities, which are designed to enhance their co-ordination and balanced, such as chasing bubbles. However, the children do not have independent access to the outdoor area and the curriculum does not take account of the full range of learning opportunities, which are associated with outdoors and the natural environment.

Sensitive observations and assessments are completed for some children, particularly babies; however, this practice is not consistent throughout the setting. Consequently, planning is not tailored towards individual children because observations are infrequent and fail to accurately monitor the children's progress, learning and development. In addition, staff knowledge and understanding of the Special Educational Needs Code of Practice is not robust. There are no systems in place to make routine observations or individual care plans for children who have specific needs. Equally, parents are not sufficiently involved in promoting children's learning and development.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.

03/03/2009

## **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 are no complaints to report.

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.