

Loxley Nursery

Inspection report for early years provision

Unique reference number

EY350743

Inspection date

09/02/2009

Inspector

Jill Lee

Setting address

Loxley Primary School, Rodney Hill, Loxley, SHEFFIELD, S6
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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

Loxley Nursery was registered in 2007. It is situated in a building within the grounds of Loxley Junior and Infant School. Children attend for a variety of sessions, with full and half day places being offered to children from two years to school age. The building has wheelchair access.

Children have use of one main play room and have access to a secure enclosed area for outdoor play. The nursery may care for a maximum of 32 children at any one time. There are currently 49 children on roll. The nursery operates from 8.30 to 16.00 each weekday, throughout the year.

There are four staff employed to work directly with the children. All staff hold an appropriate early years qualification and the manager has Early Years Professional Status. The setting receives support from a qualified teacher from the local authority.

The nursery is also registered on the compulsory and voluntary parts of the Childcare Register

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's safety and well-being are promoted effectively in the nursery. The indoor play environment provides opportunities in all areas of learning, although staff do not fully exploit their observations to promote challenge and introduce new learning through everyday play. Staff build positive partnerships with parents to promote continuity of care, although practical daily organisation does not readily facilitate helpful information sharing about progress. Staff access appropriate training opportunities and are committed to continuous improvement; however, induction and appraisal processes are not clearly embedded in practice. Action planning helps staff to identify areas for improvement but systematic self-evaluation, involving both staff and parents, is not formally established.

What steps need to be taken to improve provision further?

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

- develop the links between observations and planning next steps in learning, to enhance challenge and focus new learning in the daily environment, both indoors and out
- review and enhance the ways information is shared with parents about children's progress and further develop the ways parents can actively contribute to their child's learning
- improve staff induction and appraisal processes to further develop implementation of the Early Years Framework and support quality practice
- introduce a more systematic approach to evaluation of practice, involving

both staff and parents, to enhance effective planning to promote the outcomes for children.

The leadership and management of the early years provision

Staff implement required policies and procedures consistently, ensuring that children's welfare is effectively promoted. They have a good understanding of their responsibility to safeguard children, although induction procedures for new staff and students are not always consistently applied. Recent staff reductions, due to falling numbers, have impacted on staff roles and deployment. Staff are deployed appropriately to ensure children are fully supervised in their play, although sometimes staff are overly pre-occupied with practical tasks, like snack register, preparing a craft activity or cleaning, to the detriment of positive interaction with the children. Children are actively encouraged to develop safe levels of independence in their everyday play. Risk assessments are well considered and monitored routinely, helping to keep children safe in all activities.

Supportive leadership and management of the nursery is helping staff to reflect upon and review the quality of their childcare practice. The manager has introduced informal processes to evaluate staff practice and identify development needs. However, as she is predominantly integral to required staff: child ratios her opportunity to monitor and oversee practice and establish a more formal approach to staff appraisal is limited. Regular staff meetings are helping staff to share concerns about individual children and to contribute to planning to meet individual needs. The manager is looking at ways to enable both staff and parents to participate more actively in an ongoing process of self-evaluation, to monitor and improve the effectiveness of the nursery in meeting the outcomes for children.

Commitment to working in partnership reflects staff awareness of meeting the needs of the 'whole child'. Staff ensure they are well informed about children's home experiences and emphasis is placed on learning about the child's background and starting points as they settle in. Parents liaise closely with the child's named key person, to share interests and 'All about me' information. Daily sharing of information is more difficult, as parents are not actively encouraged to come into the nursery when they collect their children. This is further exacerbated at the end of the nursery day, as the space is shared for the last half hour with the out of school club. Parents are invited, in the parent handbook, to look at their children's records and to complete home observation sheets to share with staff, but the records are not made readily accessible to them. Staff are seeking ways to engage parents more actively in planning for future learning. They work very closely with parents to support additional learning needs and sensitively seek appropriate external support, where required. A home nursery diary is sometimes used to enhance information sharing. Staff are working on the development of appropriate links with other providers, to enhance transitions and continuity.

The quality and standards of the early years provision

Children settle happily and enjoy their time at the nursery. They enjoy warm relationships with staff, helping them to feel secure. They develop confidence and are enthusiastic in their play. Emphasis is placed on the development of social skills, good listening and clear awareness of expectations, so that children learn to manage their own behaviour appropriately. The indoor play environment is organised well, so that all children can engage independently in activities of their choice. Children enjoy outdoor play daily, but the choices and challenges offered in the secure outdoor area are not consistently included in planning. Organisation of the environment, for example, the location of children's coats, limits easy opportunity to allow 'free flow' outdoor play. Frequent use of the school's adventure playground and the school field enhance children's outdoor learning experiences.

Planning of activities is based around mostly well resourced continuous provision. Children have access to an extensive range of heuristic play resources, which they use very creatively to enhance their imaginative play. Basic core provision is kept under review and, for example, staff are aware that, for example, play dough is often but not consistently available as a choice for children. Staff are developing confidence in using their observations of children's interests to introduce enhancements to the daily environment. However, they are not yet maximising the knowledge gained from observations to plan for next steps, introduce new learning and increase challenge for individual children. Staff are aware of the learning opportunities in all areas but their interactions with children do not consistently enhance new learning through independent exploratory play. Group times are planned to help introduce new concepts, for example different sounds, and consideration is given to meeting the needs of younger or more able children.

Children are very familiar with routines, help with tidying away toys and sweep up spilt sand, although staff do not clearly focus on engaging all the children to look after their environment. Children know where they can keep things safe in the 'going home' box. They make friends, develop a good sense of self-esteem and even the youngest children learn to take turns and share well. Older children are sensitive to the needs of younger ones. A project, led by an Early Years Professional Status student working in the nursery, is aiming to focus on and develop planning for inclusion and the promotion of greater awareness of diversity. Currently resources reflecting other cultures and abilities are quite limited. Activities are planned to help children to be aware of different celebrations and to try out foods from other countries, but opportunities for children to learn about the wider world are not explored fully. They are encouraged to think of the needs of others, as they help raise funds for the National Society for the Prevention of Cruelty to Children.

Children are happy and confident in their play. They develop lots of imaginary games, as they pretend to be animals, play in the hairdressers and prepare meals in the home corner. They enjoy reading stories in the book corner. They have lots of opportunity to 'mark make', as they write for real purposes in their role play, use the large chalk board and practise writing their name. Children learn to count and

recognise numbers, matching, sorting and making patterns with the heuristic play resources. They enjoy playing number dominoes and explore shape and size, as they build structures with the blocks and work out how much track they need for their 'very long train'. Children have free opportunity to explore their own creative ideas. They have fun making glittery Valentine cards and concentrate for long periods painting a colourful picture. A large group of boys develop a shared, 'small world' game with cars in the sand. Children explore the melting snow indoors, running several times to warm their hands in the warm water. They run excitedly through the snowy school field, filling containers and packing the snow hard 'to make ice'.

Children learn about the importance of keeping themselves healthy and staying safe. They play in the fresh air each day and enjoy some exercise. They enjoy healthy snacks and parents are encouraged to provide healthy lunch boxes. However, staff do not maximise opportunities in daily routines, like snack time, to raise children's awareness of a healthy lifestyle. Children's awareness of safety is raised as they move about their environment and learn how to use equipment safely. For example, they manage risks as they use the large play equipment in the adventure playground. Staff help children to think carefully about how to keep themselves safe, for example, by not running indoors and not throwing sand, so that children learn to take some responsibility for their own behaviour. Children learn to cooperate well and become active, independent learners.

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 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.