

Mega Nursery

Inspection report for early years provision

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| Unique reference number | EY216880 |
| Inspection date | 05/08/2009 |
| Inspector | Lynn Rodgers |
| Setting address | The Mega Centre, Bernard Road, Sheffield, South Yorkshire, S2 5BQ |
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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 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

Mega Nursery opened in January 2003. It is situated in The Mega Centre, which is a large community centre linked to the Hope City Church in Sheffield. The building is a refurbished disused factory. The nursery serves families living in and around the Sheffield area. The nursery is open Monday to Friday from 08.00 to 18.00 for 51 weeks of the year and is registered to care for a maximum of 57 children. There are currently 68 children aged from under 12 months to under five years on roll, of whom 23 receive funded nursery education. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 20 staff, including a cook and an administrator. Of the staff, 13, including the manager, hold appropriate early years qualifications. There are two staff working towards a higher qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The provider demonstrates an understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Most staff have completed relevant training regarding safeguarding children and are familiar with the Local Safeguarding Children Board procedures. All staff are aware of their responsibility to protect children and ensure that their well-being is a priority. Some of the staff have completed inclusion training to ensure that children are valued. The staff respect children as individuals and recognise their differences and similarities. Most children's needs are met satisfactorily and in accordance with parents' wishes. Continuous improvement is addressed by talking to parents and asking for their views and suggestions. Children are also invited to give their input on what they want to do and where they want to go.

What steps need to be taken to improve provision further?

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

- provide more opportunities for younger children to make choices and decisions about what they do and ensure that activities, equipment and resources are more easily accessible
- develop systems to promote the good health of the younger children through more appropriate personal hygiene routines.

The leadership and management of the early years provision

All relevant documentation is in place, up to date and available. There is a good system in place for carrying out risk assessments and staff are vigilant in the protection of the children. They have completed safeguarding children training, know the procedures to follow and there are named persons as the child protection liaison officers. All staff are vetted and checked and have the experience to carry out their roles effectively. The planning of children's activities is satisfactory, with some indication of working towards the early learning goals. The children's starting points and next steps are recorded and the assessment and observation system to monitor children's progress is appropriate. However, the younger children do not have free access to all toys and resources and do not have sufficient opportunity to make decisions and choices. Information regarding the children and details of their family are established at registration and regularly updated. Parents are given clear information about the setting and have regularly reviewed contracts. Staff appraisals are regularly carried out, with all staff given the opportunity to have their say about training and their personal development. Many training opportunities are available to staff and they make their preferences known to the manager. There is adequate emergency backup cover for staff who are absent and adult to child ratios are maintained.

Improvements since the last inspection have not been fully met; however, the manager is aware of her responsibility to address these matters. The self-evaluation document is being developed to help the setting move forward and reflect on the practice. They ask parents and children for their views and suggestions; staff also input ideas and any issues highlighted at team meetings are acted upon. The action plan is; to continue to evaluate to improve quality of care and education, to further develop knowledge and understanding of inclusion and diversity, and to complete the self-evaluation document and use it as a working tool. The outcomes for the children are; to ensure all children are included, safe, happy, well-behaved and that they achieve their full potential.

Partnerships with parents and carers are very well established. They are effective because parents are included in the care of the children and know how their children progress. Parents receive regular newsletters, information about outings, topics, dates for closures, and term dates. There are courses available in the centre for parents who want to learn English and other areas of development. The setting's information pack is well presented and contains all relevant information. There is a key worker system and parents receive both verbal and written communication about what their children do. Staff are available for informal discussions and parents have passed on positive comments to the inspector. For example, the staff are friendly, always ready to help and advise, and children are happy and settled. Staff encourage parents to help children to extend their learning at home, with their letters, numbers and stories. The provision is beginning to develop links with other settings, such as the cluster schools and centres in the area. They liaise with staff and parents to keep continuity of care and education and the local outreach workers support the setting.

The quality and standards of the early years provision

Children to are beginning to develop an understanding of danger and how to stay safe. Staff set good examples to follow, have discussions with them regarding stranger awareness and how to cross the road safely. The staff ask the children what they ought to do to keep safe, talk about listening carefully to instructions and not to run indoors. Children are active and beginning to understand the benefits of physical activity through sufficient outdoor play. They take part in related topics that take them outdoors to access fresh air and exercise and develop their gross motor skills. Children understand and adopt healthy habits, such as personal hygiene practices, through appropriate routines. However, the younger children's hygiene skills are not fully promoted. Older children are able to make healthy choices about what they eat and drink because the staff provide a healthy and nutritious diet to encourage a healthy lifestyle.

Children enjoy their learning and make progress towards the early learning goals in relation to their starting points, capabilities and interests. Pre-planned activities ensure children have the benefit of what is offered and make sufficient progress, that is monitored and assessed appropriately. Most children are able to be active learners, be creative and think critically, because they are engaged in stimulating experiences, can work independently and with each other, as they are encouraged to join in group work. The children are developing the habits and behaviour appropriate to good learners, whilst also learning about their own needs and those of others through gentle reminders and during circle time when rules and sharing are explained. Staff focus on the children's individual needs and have appropriate expectations for behaviour and showing concern for others. The children learn to be respectful, take turns and help each other. They are polite, friendly and communicate well. Children are beginning to make as much progress as they can in technology, problem solving and numeracy, through developing communication skills, access to computerised equipment and number related activities. The children are developing habits as active, inquisitive learners. They develop collaborative and problem solving skills as they access everyday activities, such as construction, board games, jigsaws and math related topics. They are beginning to understand the wider world, demonstrated through their play and communications, as they access suitable play situations, such as role play and dressing up.

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

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| 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

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| 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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? | 2 |
| 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 |

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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