

Osborne House Community Nursery and Playcare Centre

Inspection report for early years provision

Unique reference number	300727
Inspection date	21/12/2009
Inspector	Yvonne Victoria Facey
Setting address	5 Minto Road, Sheffield, South Yorkshire, S6 4GJ
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Osborne House Community Nursery is a registered charity business located in the Hillsborough area of Sheffield. There are several schools within the immediate area, and the nursery is close to a shopping centre with various transport links. The nursery was registered in 1997. The nursery is based in a detached Victorian building, with a separate annexe. All children have access to two outdoor play areas. Access to the main entrance is via a ramp, this enables access to wheel chairs and push chairs.

The nursery employs three managers and 16 early years practitioners, all of whom hold the equivalent to a National Vocational Qualification at level 3 in childcare. A maximum of 76 children may attend the nursery at any one time, and there are currently 81 children on roll. The nursery is open each weekday from 8am to 6pm, and is closed on bank holidays and during the period between Christmas and the new year.

The nursery supports children who speak English as an additional language, and children with special education needs and/or disabilities. The nursery works closely with the local authority for advice and support. The nursery is registered on the Early Years Register, and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is very well organised and committed to improving the outcomes for children. The staff know each child well and this enables them to meet their individual learning and development needs. The setting has a good understanding of equality of opportunity and how to promote inclusion. There exist positive working relationships with parents, and links with other agencies to support children in their care. The partnerships with other early years providers are developing. The nursery is committed to training and updating staff skills to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop links with other early years providers and enhance information regarding children's starting points and capabilities.

The effectiveness of leadership and management of the early years provision

The setting has a very good understanding of safeguarding procedures. Staff are familiar with the policies and procedures to follow should they have concerns

regarding children's welfare, and this is shared with parents so they are aware of the steps staff will take if they suspect a child is at risk of harm. For instance, the names of the child protection officers are included in the administration details. Members of the management team have recently attended advanced child protection training. Risk assessments are carried out regularly to keep children safe in all activities, and staff are deployed effectively to ensure children are fully supervised at all times.

The setting is very well led and managed; there are regular staff meetings, training and appraisals. They demonstrate a good capacity to improve in the future through strong teamwork and planning. There are comprehensive and reflective self-evaluation systems in place that realistically identify areas for improvement and the setting's strengths. This includes the views of staff, parents, and children to enable the setting to have a good overview of the service they are providing. Good progress has been made since the previous inspection; as a result, the early years provision has been enhanced and this promotes better outcomes for children.

Partnerships with parents are good, and the setting has a number of systems in place to encourage parents to be involved in their child's care, learning and development. When children first start they use photos to show parents their daily routines, and detailed information is gathered about the personal needs of all children. The staff regularly share the children's achievements and progress and parents are invited to share what their children are learning at home. For example, they write on the 'achievement board' what children have done at home and staff use this information to help plan activities. In addition, children's achievement books go home every weekend so parents can see what their children have learnt, and parents also add to this. The setting maintains positive links with other professional agencies, for example, health visitors, social services and doctors, to ensure every child's welfare is maintained and parents are supported. However, developing links with other early years providers is an area the setting has acknowledged as an area for improvement. They do complete assessment records for transitions to school and have begun to explore systems to ensure it is effective and further inform them of children's starting points and capabilities.

There is some understanding that children of different genders have different learning styles and staff acknowledge that this is an area to consider when planning for individual children, which they have begun. The setting has identified further training to continue to develop their understanding of raising boys achievements. They recognise that role models are important to children and have invited male relatives to volunteer in the setting. All children are welcomed and are included in the setting. For instance, positive steps have been taken to ensure that children with English as an additional language have the opportunity to use their own language and learn English. In addition there are designated members of staff who have appropriate training to support children with special educational needs and/or disabilities; they meet with other agencies and parents, as well as supporting other staff members, to ensure the children's needs are being fully met.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a welcoming and inclusive environment. A very effective key person system ensures that children experience continuity of care and are making good progress towards the early learning goals. Staff use observations, assessments and children's interests to plan exciting and purposeful activities. Managers monitor and evaluate staff records of children's achievements to ensure children are making good progress in their learning. The learning environment is welcoming and stimulating. A wide range of resources are used effectively to meet the needs of the children. Staff regularly monitor activities and the use of space to ensure all children's needs are being met. The outdoor environment is well planned and used to enhance children's learning.

There are good opportunities for children to learn about healthy lifestyles. The staff display photographs of the children taking part in activities that keep them healthy such as brushing their teeth and taking part in physical activities. The youngest children frequently refer to these photographs, which prompts staff to have daily discussions with them about why they do these things to remain healthy. The children are beginning to understand that certain actions have an effect on their body and they enjoy physical activities. For example, while eating lunch they discuss that their muscles feel different, and toddlers thoroughly enjoy their yoga sessions which are completed in conjunction with action rhymes. Older children are able to discuss that some things can make you ill; for instance when putting feet on the table, children talk about why they should not do this because they have dirt on their shoes and dirt has germs.

Children are understanding the importance of staying safe and feeling safe; they discuss holding on to the banister when walking up and down stairs, they tell their teachers if some one has hurt themselves, or if something gets broken. Children's independence and opportunities to make a positive contribution is well promoted throughout the setting. They choose their own plates and cutlery, choose and serve their own meals, and help to clean up when they have finished. There is a positive attitude to managing children's behaviour and involving them in understanding what the rules are. For example, each room has its own 'golden rules' displayed that children have discussed and photographs of themselves remind them what they said. Staff are respectful of the children and their needs, and positive praise and encouragement is used to promote good behaviour. As a result children are confident and have good self-esteem.

Children enjoy stories and use their imaginations well. For example, they enjoy the story 'Granny went to market', and they imagine places they would go on their magic carpet, saying: 'I'd fly to the park', 'I'd fly to Australia in the sky', and 'to my house'. Children count in everyday activities, and babies are developing well with staff having a good understanding of their needs. They provide a range of activities that are stimulating and help their progress. For example, they use musical instruments, explore water and sand with curiosity and are inquisitive as they investigate different textures. Overall, all children enjoy and experience

stimulating and interesting activities that are planned around their capabilities and interests. As a result, they are happy and enjoy their learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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