

Sheffield Hallam University Nursery

Inspection report for early years provision

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Inspector

Yvonne Victoria Facey

Setting address

23 Broomgrove Road, Sheffield, South Yorkshire, S10 2LW

Telephone number

0114 2252263

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Sheffield Hallam University Nursery opened in 1979. It operates in a large Victorian house in the Broomhall area of Sheffield. The setting provides a day care service for the children of university students and employees, and the wider community.

There are six play rooms where children are grouped by age. All children have access to an outdoor play area. The setting opens every weekday throughout the year from 8am to 5.30pm and children attend for a variety of sessions. The setting is registered to care for a maximum of 74 children in the early years age group and there are currently 118 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 18 staff who are employed to work with the children, six of whom are part-time. There are 14 staff who have appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts 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 partnership with other agencies involved in children's care is good. However, links with other early years providers are still being developed. The setting has a strong understanding of equality of opportunity and overall promotes inclusion well. The setting is committed to providing staff training and updating staff skills. Strong leadership, management and staff commitment support the clear vision for the setting and demonstrate the driving ambition to continually improve the service.

What steps need to be taken to improve provision further?

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

- review systems to liaise with other providers delivering the Early Years Foundation Stage to ensure continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children are safe and secure at the setting. Staff understand their roles and responsibilities in safeguarding and child protection through relevant training and clear procedures. All policies and procedures required are in place and these are reviewed regularly and shared with parents to ensure the safe management of the setting. Secure recruitment procedures ensure all staff are vetted and are suitably

qualified to work with the children. Risk assessments for indoors and outdoors are undertaken and recorded as required. Daily safety checks are also completed. Staff are deployed effectively to ensure children are supervised at all times. Resources are well organised and toys are accessible, which supports children's independence.

The setting promotes inclusive practice very well. Staff are aware of children's individual needs and adapt resources to enable them to be included in all activities. For instance, staff consider that some children can not reach the water tray so implement different ways that all children can access it, enabling children to join in and play together. The setting has established effective partnerships with parents. Detailed questionnaires are gathered from parents, who have made positive comments about the overall service children receive. Managers collate the responses from the questionnaires and use the information to improve the service. All parents receive an overview of all the comments and any actions taken. The key person system is used effectively and parents are kept well informed about their children's progress through written and verbal feedback. They also have good opportunities to contribute to their children's learning. For example, they comment in children's development books what children have achieved at home and staff use this information to plan activities for children.

Partnerships with other providers and agencies are good. For example, close working relationships have been developed with the inclusion teacher to ensure all children's needs are clearly identified and well supported. However, links with other early years providers are not yet fully established to ensure continuity of learning and care. The highly effective self-evaluation process reflects the overall good practice and clearly shows a realistic picture of the service provided and the areas for improvement. The setting is very well managed and all staff and management show commitment to ensuring continuous improvements.

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

Staff demonstrate good knowledge and understanding of child development and know individual children very well. As a result children's development is effectively supported in all areas of learning. Staff are fully aware of children's different learning styles and adapt activities to enhance children's learning. The learning environment, both indoors and outdoors is planned to a high standard encouraging purposeful play opportunities for all children. Observations of children's learning and development are undertaken and staff use these to plan challenging and stimulating activities for children and their next steps for their learning are clearly identified. Systems for assessing children's overall progress towards the areas of learning are being strengthened to ensure that any possible gaps in children's learning are not missed.

Outdoor play is planned to enhance children's learning. As well as encouraging children to be active and understand the benefits of physical exercise, staff plan a range of activities that are integral to their learning. For example, children thoroughly enjoy pouring paint through piping which they describe as a 'rainbow

river' and excitedly splash and jump in the paint and name the different colours. Children eagerly participate in a wide range of activities where they develop and learn new skills. Their personal, emotional and social skills and knowledge and understanding of the world are very well promoted. They are interested in the natural world as they grow plants and vegetables and learn to care for animals. For example, they enjoy watching the lobsters in the fish tanks, young children feel and describe the grass they have grown and older children are able to describe the life cycle of the caterpillars and tadpoles they have in their room.

Children form very good relationships with others, share and take turns. Children understand the importance of staying safe and feel safe in their environment. They behave very well and understand the expectations of the staff and each other as they follow the simple rules and show concern if the rules are broken. For example, older children respect their resources and say they 'won't have anything to play with if they don't look after their toys' and tell each other that they 'don't push each other because it's not nice'. Communication, language and literacy skills are progressing well. Children enjoy writing and staff provide good opportunities for children to understand writing is for various purposes. The print rich environment supports this and raises children's awareness of how print carries meaning. For example, older children write menus for their cafe, write in salt and use play dough to form letters in their name. In addition, staff display different forms of written materials, such as cereal boxes, carrier bags and Chinese newspapers, to support different uses and styles of writing. Babies and young children are provided with very good opportunities to develop their skills. Staff plan activities that they enjoy and incorporate other areas of learning to ensure that they are progressing well. For instance, staff include action rhymes in the paddling pool and they explore different textures, such as chains, tins and wooden objects, during play. Children's understanding of differences and similarities are developing well through discussions of their own family lives and that of different cultures.

Children's good health and well-being is promoted well. Staff take effective action to prevent the spread of infection and children have developed a good awareness of their personal hygiene. Children are also encouraged to understand the importance of caring for their environment and helping to keep it clean. The setting provides children with a well balanced nutritious diet and encourage children to develop healthy lifestyles. For example, they grow a variety of fruit and vegetables, which they eat and discuss how and why they are good for them.

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

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

Met