

Steps Community Nursery

Inspection report for early years provision

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Inspector Yvonne Victoria Facey

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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*.

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Description of the setting

Steps Community Nursery opened in 1998. Steps Community Nursery is based at the Paces Campus in High Green, to the north of Sheffield in a residential area, close to several primary schools. The nursery is a registered charity and a company limited by guarantee. They are managed by a voluntary board of trustees, which includes parent representatives. The nursery serves the local community and the surrounding areas. The campus also houses Paces School & Nursery for Conductive Education, an out-of-school club, cafe, and various other organisations.

Access to the building and nursery is via a ramp to the front door. The nursery is situated at the rear of the first floor. Children are cared for in a designated area of the building where there are four rooms available for children's play. They have access to an enclosed outdoor play area via stairs and a lift. They also have access to several indoor play areas and another enclosed outdoor area situated to the rear of the building.

The nursery is registered for a maximum of 55 children and there are currently 100 children on roll, between the ages of six months and five years. They provide full and sessional day care for 50 weeks of the year, from 8am to 6pm, Monday to Friday. There are 21 staff who work with the children. Fourteen members of staff hold an early years qualification. The nursery supports children with learning difficulties and children who have English as an additional language. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where comprehensive policies and procedures are in place to protect children from harm. Detailed information is gathered from parents and good support is provided to ensure the inclusion of all children. Strong partnerships have been established with parents and other settings that children attend to ensure continuity in children's care and learning. Systems to evaluate and reflect on practice promotes continuous improvement and include the views of staff and those using the nursery.

What steps need to be taken to improve provision further?

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

- extend the use of outdoor play to further enhance children's learning in all areas of their development.

The effectiveness of leadership and management of the early years provision

The nursery has comprehensive written policies and procedures which are regularly reviewed to ensure children are safeguarded and to protect their welfare. Child protection procedures are in place and staff have a good understanding of how to implement them. There is a child protection designated member of staff and existing injuries are recorded. Effective risk assessments are in place and staff take relevant action to eliminate risks. This includes risk assessments for all areas children have access to indoors and outdoors and for any visitors that provide specific projects for children. For example, a risk assessment was made for a visit with mini beasts which includes permissions from parents, any allergies children may have, and to ensure children wash their hands after handling mini beasts. As a result, children are cared for in a safe and secure environment. Good steps to promote children's health and well-being are in place. For example, all accidents and medication administered to children are recorded and most staff hold a first aid certificate. The nursery has a sound understanding of equality and diversity. As a result, all children are included and their individual needs are met. Staff consider children's individual learning styles when planning activities and they ensure different groups of children attending the nursery make good progress in their learning. The organisation of resources and space enables children to explore their environment where they choose from a variety of stimulating activities.

Detailed information is gathered and shared with parents to ensure they are included in their children's care and learning and their views are sought and considered in relation to how the nursery operates. A termly assessment of children's progress is provided for each child and parents are encouraged to contribute to this process. The nursery has developed strong systems to share information with other settings that children attend. For example, they have good links with local schools and attend transition meetings to share how links can be improved and benefit the children. Staff use photographs of the schools children are going to attend so they can discuss their new teacher and the environment they are going to. As a result, continuity of care and learning are promoted.

Systems are established to ensure the suitability of staff and these are robust. The nursery continuously evaluates the overall service they provide including the range of activities provided for children. They demonstrate the capacity to improve and have thoroughly addressed the recommendations from the previous inspection. They have strong systems in place to gain views from staff, parents and children. These views are effectively analysed and acted upon to improve outcomes for children.

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

Children enjoy their time at the nursery where they make good progress in their learning and development. Staff effectively observe children during their play and use this information to plan interesting and purposeful activities to support

children's next steps in their learning. They also use parents observations to enhance the planning of activities. Children are confident in their environment and are independent individuals. Staff regularly evaluate activities to ensure they are challenging and meeting the learning needs of children and if they can be improved. They provide a well balanced range of activities which are linked to children's interests. For example, they plan an activity with dinosaurs and a volcano made by the children; they link a dinosaur computer game because one of the children expressed an interest which many children thoroughly enjoyed. Children have access to outdoor play activities. Staff complete some planning for outdoor activities but they agree that this is an area for improvement to plan within the areas of learning to enhance children's experiences outdoors.

Young children are beginning to understand that they are different. For example, they look in the mirror at themselves and they babble and point to themselves and their friends; as a result, they are beginning to notice differences and similarities. Younger children develop their technology skills as they are inquisitive with push-button toys; they respond positively to music and rhymes and sit comfortably reading books. Older children are confident with the computer. They are able to choose programmes, use the mouse confidently, and staff have obtained lower case keyboard letters so children can write and recognise letters. They thoroughly enjoy stories read by staff and by themselves and are able to recall what they have heard confidently. For example, they are able to sequence the 'Bear Hunt' story. There are a wide range of fact and fictional books available which include comics and hardback books. As a result, children's skills for the future are effectively promoted. Children are well-behaved and make positive relationships with staff and their peers. They share and cooperate very well with each other. They use their imaginations well as they take part in role play activities, such as dressing up and playing in the 'mobile phone shop' that staff have planned. Children have good opportunities to problem solve and use numeracy in their play; they have fun using egg timers, magnets and building with planks. They discuss number and use mathematical language in their everyday play, such as heavy, how many, and sort and match confidently.

There are good opportunities for children to understand and adopt healthy habits. They independently wash hands and clean noses and have begun to take part in the Change4Life programme to encourage healthy eating habits. Staff plan good opportunities for children to be involved in physical activities and begin to understand their bodies. They have undertaken relevant training to help them promote children's physical development, particularly for younger children, which they have put into practice. For example, they use Developmental Movement and baby yoga to help children use their bodies. In addition, staff have shared what they have learned with parents so they can use techniques at home. Children have good opportunities to learn about the wider world and their own communities. The nursery looks at different festivals throughout the year and invites parents to share their experiences with the children. For example, parents are invited into the nursery to share their knowledge and promote positive role models. Children have a good understanding of dangers and how to keep themselves safe. For instance, they know the rules about not climbing or running inside nursery because they may bump into each other and hurt themselves. Staff reinforce the importance of safety by planning appropriate themes that help children understand keeping safe,

such as visits from the fire service, police and crossing patrol officers. Children demonstrate that they feel safe with staff as they are confident to express their feelings and younger children get cuddles and reassurance from staff.

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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