

# Bole Hill Nursery

Inspection report for early years provision

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**Unique reference number** 300754  
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**Inspector** Yvonne Victoria Facey

**Setting address** 85 Bole Hill Road, Sheffield, South Yorkshire, S6 5DD

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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).

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## Description of the setting

Bole Hill Nursery was registered in 1998. It operates from seven main playrooms within the grounds of a converted school. The nursery serves the local and wider community. The nursery is open each weekday from 8am to 6pm, all year and children attend for a variety of sessions.

A maximum of 123 children may attend the nursery at any one time. There are currently 142 on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 23 staff employed to work directly with the children and 19 have early years qualifications. The nursery is a member of the National Day Nurseries Association. The nursery is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are generally making satisfactory progress in their learning and development. Staff provide an overall warm and welcoming environment, and adequate systems are in place to promote the children's health and safety. Planning for improvement and self-evaluation has begun to improve outcomes for children. The majority of requirements are met and staff hold required qualifications. Children are satisfactorily included within the setting. Partnerships with parents and other agencies are sound and the setting is further developing their partnerships with other early years providers.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. (Safeguarding and welfare) 23/04/2010

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

- assess staff's understanding of the reviewed policies and procedures
- ensure regular emergency evacuations are carried out
- further improve systems within the Early Years Foundation Stage to plan, observe and assess the children's learning, to help them make progress towards the areas of learning
- further develop working partnerships with other childcare providers.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures are suitable to ensure children are protected from harm. Staff have a sound understanding of the procedures to follow in the event of any concerns regarding a child's welfare. A number of staff have attended relevant safeguarding training and there is a designated person in place. The environment is appropriately organised, to promote the children's independence and enable them to choose their activities. Most of the premises are suitably maintained; however, some rooms are in need of maintenance, which has been included in the setting's action plan. Staff supervise the children closely and they have high regard to the security; for example, visitors are escorted into the building and a keypad system is used for those who have authority to enter the building. Risk assessments are completed for each outing the children go on and the parents' permission is sought. Adequate health and safety checks are completed. However, the overall risk assessment for all areas children have access to has not been updated: this is a breach of requirements. Policies and procedures are adequate to promote the children's safety and welfare and these have just been reviewed. However, these have not yet been discussed with the staff to ensure they clearly understand the changes, and some policies need more detail.

There are satisfactory processes in place to encourage parents to be involved in their children's learning and development. Parents are able to access their children's learning records and are given an assessment of their children's progress, with the opportunity to contribute to their learning. For example, staff have begun to gather observation sheets from home and use these details to help with the planning of activities. In addition parent questionnaires, newsletters and parents evenings are in place to inform and get parents' views of the setting. Partnerships with other agencies are suitably maintained to ensure children's welfare needs are met. However, links with other early years providers are not yet established to ensure continuity of learning.

The nursery considers the areas they wish to improve and satisfactory improvements have been made since the previous inspection. The new manager has a clear vision of what needs to be improved and with support from the rest of the management team, she has begun to evaluate the service; for example, views are gathered from staff, parents and children.

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

Staff complete suitable observations of the children's learning and progress. They are developing systems to ensure observations inform the planning of activities for all children and identify their next steps in learning. There are appropriate opportunities for the children to be independent as they explore the environment with interest and choose their toys. There is a suitable balance of activities which are both adult- and child-led. However, at times staff do not present children with

reasonable challenges and as a result focus on the end result of the children's work, or complete it for them because the activity presented is above their capabilities. The children enjoy outdoor play and the staff allow free access where possible, providing a suitable balance of indoor and outdoor play. Although, effective planning to enhance the children's learning is at an early stage.

The children enjoy talking about their home life and themselves with each other and staff. They bring photographs of their families and pets which are displayed in their rooms. As a result, they are beginning to develop an understanding of similarities and differences. Older children understand the past and present as they discuss what they did as a baby and how old they were on their last birthday. Children's communication, language and literacy skills are suitably promoted. Younger children engage in stories and show excitement when staff read them stories. Older children are able to hold good conversations with each other and staff as they ask questions and have simple discussions about their activities at nursery. The learning environment for babies and young children is well-resourced where sensory and creative materials are used.

The children have a suitable understanding of keeping themselves healthy and safe, for instance they role play road safety outdoors, and have discussions about how to keep themselves healthy, such as, involvement in a topic about teeth. Children feel safe because staff appropriately consider their individual needs and sound relationships have been formed. The children's behaviour is appropriately managed and positive praise means they behave well and show consideration towards each other. Most children understand the rules and boundaries within the nursery and play well together.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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