

The Old School House Nursery School

Inspection report for early years provision

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Inspector

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Setting address

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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

The Old School House Nursery School opened in 2009 and operates from a purposefully modified and extended detached building in Sheffield. It is a privately owned nursery, which serves the local and wider community and is one of two nurseries owned by the company. Children are accommodated in four playrooms. They have access to two fully enclosed areas for outdoor play and access to the premises is via a level egress to the front of the building.

A maximum of 50 children aged three months to eight years old may attend the nursery at any one time. They are open Monday to Friday 7.30am to 6.30pm all year round and children attend for a variety of sessions. The after school club collects children from local schools and provides holiday play care during all school holidays. There are currently 58 children on roll, providing funded early education for three and four-year-olds. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It currently support children who speak English as an additional language.

A team of 16 staff are employed to work with the children, 11 of whom hold an appropriate childcare qualification and one is a qualified teacher. Five staff are working towards National Vocational Qualification level 3 in Childcare and Education. The nursery also employs two qualified chefs plus ancillary workers. The owners play an active role in the management of the nursery. The nursery is a member of the National Day Nurseries Association and receives support from the local authority. They have well established links with other providers of early years care and education. The company is committed to being Investors in People.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well established partnerships with parents, carers and other professionals are effective in ensuring children's specific needs are successfully met. Comprehensive observation and assessment systems aid staff in providing an extensive range of enjoyable and challenging experiences personalised to the individual. Parents are becoming more actively involved in their children's care and learning as staff continue to review how they record children's progress. The staff team share a clear vision of their strengths, areas for growth and a high commitment to personal and professional development, as they work cohesively together to monitor and reflect on their practice. The innovative and creative design of the nursery encourages children to explore and investigate their surroundings with increasing enthusiasm.

What steps need to be taken to improve provision further?

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

- consider how children's records are used to further inform parents of children's progress and the next steps in the learning process
- consider extending use of other languages in displays containing text.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a very good understanding of their roles and responsibility regarding safeguarding procedures. Effective policies and procedures supported by efficient systems ensure that high quality information is communicated to staff and parents alike. The nursery operates a rolling programme for staff training to guarantee they are aware of the latest guidance and legislation. Robust recruitment and selection structures are in place to make sure staff are suitable for their roles. Regular meetings provide opportunities for staff to discuss, consolidate and share their knowledge and understanding to develop a consistent approach to their work. Thorough risk assessments of the environment and outings identify and address hazards, resulting in minimising risks for children. Staff are very vigilant as they supervise children, while allowing them enough space to begin to manage their own safety. Staff carefully monitor all visitors to the nursery using secure systems for recording staff, children and visitors. Staff are passionate and committed as they work cohesively together, effectively supported by the robust management structure. They are reflective practitioners who value every opportunity to discuss practice, identify areas for development and embrace change. Staff are open to new ideas, using consultation and training opportunities to strengthen and consolidate their understanding to develop the service offered. They share a strong commitment to service development, accessing all training events available to them and continue to look for new ways for children, parents and staff to contribute to the ongoing progress of the nursery.

Parents receive a wealth of information regarding the organisation and day-to-day running of the nursery. Good use of informative displays, notices and photographs of children at play ensure up-to-date information is readily available to parents. Parents enjoy regular opportunities to share information about their children's progress, supporting the development of ongoing dialogue. They are very complimentary about the nursery, valuing the feedback sheets as a way to share what the children do at home and make suggestions for further development. Parents comment that staff are very good communicators, who build secure relationships with the children and recognise the positive impact the nursery has on their children's learning. They are beginning to become more involved in the learning process as they are actively encouraged to contribute to children's records; however, records can be a little complex in clearly showing parents the next steps in the learning process. Well established links made by the nursery with other providers of early years care and education ensures children receive consistent support and the effective management of the transition to school. Extensive quality and stimulating resources are freely accessible to children of all ages. Well presented and creatively displayed equipment enables children to make active choices from low-level shelving and clearly labelled boxes throughout the nursery. Staff demonstrate high regard for the individual, actively helping children learn respect for others and developing their awareness of differences. They are

beginning to introduce children to other languages as they use photographs and text in books based on topics, such as insects. Positive images displayed throughout the nursery effectively support children's understanding of the wider world and builds on their self-esteem and staff recognise the importance of extending the use of text in other languages in displays.

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

Children thoroughly enjoy an extensive range of motivating and challenging experiences as they investigate their surroundings with increasing confidence. They receive high levels of support to participate and engage in play appropriate to their individual ages and stages of development. Well presented and fascinating activities encourage children to make choices as they actively plan their own time and extend their independence. They confidently approach visitors, showing curiosity in what they are doing and chattering about the pretend foods they are playing with in the shop. Babies and young children enthusiastically enjoy tactile experiences, giggling with glee as they explore different cereals, sand and water. They animatedly dance to a diverse range of music, rattling shakers they have made from bottles and pulses. Warm and caring relationships flourish as children form strong and secure attachments to staff and form friendships with other children. New children and babies are well supported and reassured with cuddles, calming words and distraction as they settle into their new surroundings.

Effective use of staff's good knowledge of the Early Years Foundation Stage framework ensures that children achieve good outcomes in all areas of learning. Clearly displayed activity plans identify targets for individual children and inform future planning. Staff continue to review and develop their comprehensive observations and assessment profiles. Parents are involved from the beginning of placements, as they provide information about children's starting points and the nursery is developing systems to aid parents in the understanding of the next steps in the learning process. Excellent resources and innovatively planned surroundings provide children with a wealth of opportunities to develop their imagination, extend their curiosity and learn how to manage their own time. The outstanding outdoor area offers abundant opportunities for children to develop healthy lifestyles as they negotiate balance beams, climb on large apparatus, using hand and foot holds, and grow vegetables in the garden. Covered areas allow children to engage in all areas of learning in all weathers. Children's behaviour is good as they demonstrate very good social skills, learning respect for others, value each other's opinions and play cooperatively together. They are very confident and well settled, showing high levels of self-esteem as they show pride in their work and achievements.

Children show good early mark making and problem solving skills in all areas of the nursery, reinforcing their knowledge as they follow computer programmes with increasing skill. Staff provide good role models as they sensitively introduce number and vocabulary as part of everyday activities. Children make patterns using paint, collage materials and count as they build towers of wooden bricks. They show increasing levels of concentration as they become engrossed in

enjoyable and interesting activities and games. Younger children work together, painting a large box red to become a big bus, while older children agree roles as they act out simple story lines in the home corner, shop and small world house. All children are competent users of tools as they help feed themselves, chop fruit to make a fruit salad for snack and cut up vegetables to make soup. These tasks consolidate their understanding of healthy eating and how to manage their own safety. Qualified chefs produce home cooked, nutritious and a well balanced diet for the children and show high regard for special dietary needs. Children wear appropriate protection for the weather as they play outdoors; go on outings to the botanical gardens and local parks, extending their awareness of the natural world and their environment. Babies and young children are mesmerised as they look at books and sing songs with staff who skilfully keep them engaged in well planned activities. Children show a good understanding of diversity as they engage in a wide range of interesting activities, as staff integrate festivals and introduce cultural awareness into their planning. Extensive resources enhance and enlighten children about other cultures and differing abilities. Children are also encouraged to talk about home and share personal experiences with their friends. Very good use of photographs show children engaged in a variety of activities indoors, outside and on outings. Babies benefit from memory books with pictures of familiar adults, toys and pets, which staff use as a reassurance when helping them settle into their new surroundings.

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	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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