



# Hillsborough College Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313708
<b>Inspection date</b>	20 January 2006
<b>Inspector</b>	Sarah Gilpin
<b>Setting Address</b>	15 Livesey Street, Sheffield, South Yorkshire, S6 2ET
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Sheffield College Nursery & Childcare Service
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Hillsborough College Day Nursery was registered in 2005. It operates from a purpose built premises on the Hillsborough College site in Hillsborough, Sheffield. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 until 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 90 children aged from 6 months to under 5 years on-roll. Of these

14 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work or study on the college campus. The nursery has provision for children with special educational needs and those children who speak English as an additional language.

The nursery employs 13 staff including the manager; all of whom hold appropriate early years qualifications. The nursery is supported by the college and a teacher from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is successfully promoted by the staff who understand and follow the nursery policies and procedures. There are clear routines for managing hygiene, which are implemented by staff each day, to ensure that the environment is clean. However, the children's health is compromised because of food being dropped onto the carpet in the quiet room where lunch is eaten. Staff successfully use preventative methods to ensure that children are protected from cross-contamination during nappy changing and the serving of food; using gloves and aprons, for example. Children know why they need to wash their hands before meals to remove germs.

The children's dietary needs are met well by the staff who work together with parents. Detailed information is recorded about the individual food requirements of all children attending the nursery. Parents provide their own children with lunches and, through sensible restrictions and information, staff ensure that items brought in are nutritionally balanced and healthy. The well planned snack times in the morning and afternoon are thoroughly enjoyed by the children. Foods provided are varied and carefully chosen to ensure they are healthy. For example, children choose from low fat and low sugar spreads when eating wholemeal toast. Children are developing an awareness of the routines of mealtimes and successfully pour and serve their own drinks.

Children have frequent access to the exceptional outdoor area. They enthusiastically use the covered, soft-play area in all weather conditions. They climb and balance with increasing confidence and ease. They use large and small balls to practice their kicking and catching, and celebrate exuberantly when they throw accurately through the basketball hoop. The popular 'telly tubby' hill is used by children to practice their rolling skills. The rest and sleep needs of the children under two is effectively managed to meet their individual patterns and fit with their routines. Older children enjoy quiet activities in comfortable areas of the nursery to recharge their energy levels for the afternoon.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children are cared for in a welcoming, secure and safe indoor and outdoor

environment. The staff carry out and implement the detailed risk assessments to minimise hazards and ensure that children can play safely. Safety policies and procedures, like the well practiced fire evacuation procedures for example, successfully support the staff in their care of the children. The children follow the staff's instructions to stop playing and evacuate calmly, and as a result, they know how to keep themselves safe in emergency situations. The children's attendance is carefully monitored by the staff because they sign children in and out as they arrive and depart. The procedures for managing and supervising visitors to the setting are effectively followed as there is a clear and detailed record of all adults entering the premises.

The good quality equipment, toys and resources are organised to allow children to move safely around the nursery. Much of the furniture is made from natural products and selected to ensure that it is the appropriate size for the children to use. For example, lower tables and chairs are provided in the under two's area. The age-appropriate toys and equipment are arranged at low levels and can be safely accessed by the children in all areas of the nursery. The children have closely supervised access to equipment, such as knives, and they are reminded effectively by staff to take care.

The children are safeguarded well because staff have a very clear understanding of their role in child protection. The nursery staff know and understand the signs and symptoms displayed by children suffering abuse. The clear procedures for monitoring and reporting concerns relating to the children in their care ensure that they can act in the best interests of the children. Staff's awareness of child protection issues is of high priority to the nursery management and training is regularly provided or accessed to ensure that they have a good understanding of the local Area Child Protection Committee procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children thoroughly enjoy their time in the nursery. The consistent staff team ensure that children are quickly settled and comfortable in their surroundings. They have many opportunities to play and learn because staff plan stimulating and interesting activities to encourage the children's learning. They effectively use the Birth to three matters framework for the children under three and the Foundation Stage curriculum for the older children. Babies enthusiastically participate in tactile activities, such as a tray full of shredded shiny paper. They respond excitedly to staff's skilful interactions as they attempt craft activities and explore the wide variety of objects provided in treasure baskets. Children's language development is successfully encouraged because staff reaffirm the sounds they make, for example, when children try to say goodbye to their parents. The children aged from two to three years confidently play in the role-play area, they use their own experiences to act out activities. For example, a child undresses a baby doll, takes it to the water tray, where she carefully washes the doll's hair. Staff actively support this spontaneous play by getting a towel to 'dry the baby to get her warm'. The children giggle and show pleasure when a member of staff extends the tactile activity of

feeling compost, by pretending her fingers are 'wiggly worms'.

There are warm and affectionate relationships between the staff and all children in the nursery. Praise and encouragement are a regular feature, and as a result, the children's self-esteem is growing and they are happy and content in their surroundings. Staff display positive role-models to the children of how to deal with those around them. This helps the children to build firm friendships with their peers. The children eagerly practice and refine newly acquired skills, such as throwing the ball through the basketball hoop. This encourages other children to attempt the task and they question how they too can get the ball in the hoop.

### Nursery Education

The quality of teaching and learning is good. The staff use their extensive knowledge of the Foundation Stage curriculum to plan a balanced range of focused and free-play activities for the children; as a result they make good progress in all areas of learning. Activities are planned using the stepping stones to ensure that children's development milestones are effectively met. The routine of the day ensures that children enjoy varied play experiences as well as quiet activities, such as story sessions. The well resourced and organised snack-time means that children learn how to manage their own food needs. For example, they pour their own drinks and choose what to have on their toast. However, the organisation of the activities and resources by staff means that children have limited opportunities to select from some areas, for example the construction toys are not freely accessible. Staff value the fact that children need time to persevere and succeed with new and difficult tasks, for example, a child is supported by the adult to peg her own picture out to dry.

Children enjoy being with their peers and respond very well when they are working directly with the adults at a focused activity. For example, they engage in detailed discussions about the tyre tracks made by toy vehicles driving in the 'snow', which are produced using white paint on dark paper. The children can talk about and distinguish between smooth lines and those made by bumpy ridged tyres. While children enjoy a water play activity, they engage in conversations about boat travel, this leads to them talking about previous holiday experiences. Group story time is used effectively by staff to extend the children's enjoyment of the well designed and resourced 'igloo' role-play area. The children accurately predict the events of the 'Can't, Shan't, Won't' book about penguins. Children are knowledgeable about the world around them and other people, they talk freely about their families and those close to them. Children relate features in the 'Peace at Last' story to their homes and families.

Children spontaneously use mathematical language in their play, as they count one another with growing competence. They take pride in individual opportunities to display their skills and knowledge of numbers, for example, by using simple addition to decide how many boys and girls are present. Practical everyday activities, such as snack time, are used to further develop the children's awareness of numbers. For example, they count to make sure there are sufficient plates and cups for the number of children present. The children enjoy opportunities to explore simple machines and show particular interest in a typewriter.

The singing of nursery songs and actions rhymes is thoroughly enjoyed by the children. They eagerly take turns to choose the colour of the tractor and then happily bounce up and down as they sing. The children are provided with a wide range of role-play activities, including an office, which is used successfully by the staff to check children's understanding and skills in writing lists. The 'igloo' provides children the opportunity to pretend and play together to act out a narrative. The children paint freely and take an active role in planned craft activities. However, the artwork displayed does not reflect the variety of the experiences available for the children, as a result the children's individual creativity is not always celebrated. The children's fine motor skills are well developed, they manage to stick small pieces on to paper, spread jam on toast and complete age-appropriate jigsaws. There are many opportunities for children to develop their physical skills, through climbing and balancing, while being closely supervised by the vigilant staff.

### **Helping children make a positive contribution**

The provision is good.

The children are cared for by staff who work with parents to meet individual children's needs. For example, parents are welcomed warmly into the setting and the children are cared for according to their wishes. The children freely access a good range of resources that actively promote their awareness of the world around them and other people. Children are successfully encouraged to make choices about what they do, such as choosing between different spreads at snack-time. They thoroughly enjoy the close relationships they have with the staff, which are warm and affectionate, and as a result the children are very happy and well settled.

Children behave very well and relish the harmonious relationships they have with their peers. Children follow the sensitive guidance from staff. Simple nursery rules have been devised with the older children and include many features that promote children's growing respect for others and their surrounding. For example, they learn to share and be kind to others. As a result, the children's social, moral, spiritual and cultural development is fostered. When dealing with the challenging behaviour from all children, staff successfully use strategies such as distraction, to encourage their play.

There is a good partnership with parents. They receive a wealth of relevant information about the provision for their children. Easy going daily verbal exchanges ensure that information relating to the changing needs of the children is shared. The planning for children's learning is displayed for parents and the regular newsletter, which briefly explains the planning, ensures that parents are successfully included in their children's learning. Parents know about the progress that their children make because staff provide reports each term that detail the children's achievements.

### **Organisation**

The organisation is good.

The children are cared for in an environment that is successfully organised to ensure

that they are safe and well cared for. There are comprehensive and robust systems for recruitment of staff, for example, clear processes for checking and vetting ensure that children are protected. Staff development opportunities are planned using annual appraisal and they frequently attend training courses. As a result, the children are cared for by adults who understand child development and are up-to-date with current practice. The high staff-child ratio effectively supports the care of the children and provides many opportunities for the adults to work closely and take an active role in the children's play and learning. Children are cared for in appropriate age groupings, which means that they play together with their peers cared for by consistent adults who know the children well.

There are comprehensive policies and procedures that are regularly reviewed by the management team. Staff understand and implement the policies effectively to safeguard the children's wellbeing, promote their achievement and ability to make a positive contribution. Overall, children's needs are met.

The leadership and management of the nursery is good. The manager is successfully supported by the childcare manager and a senior nursery worker. There are high expectations of the staff's interactions with the children, and staff are regarded by the management as a significant strength within the setting. Emphasis is placed on ensuring that staff have the relevant knowledge and skills to work effectively with the children. The planning for children's learning is monitored carefully by the management team, who work directly with staff to plan an interesting curriculum for the children. The manager has a good understanding of what the setting does well, for example, the staff's involvement with the children and there is a clear understanding of the areas for development within the nursery. These are worked on routinely by the manager and staff to ensure that the provision successfully meets the needs of the children.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider how to better manage the lunch time, to ensure children's health is promoted.

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for the children to access resources independently.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)