



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 300763

DfES Number: 519979

### INSPECTION DETAILS

Inspection Date	01/12/2003
Inspector Name	Jill Lee

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sheffield Hallam University Nursery
Setting Address	23 Broomgrove Road Sheffield South Yorkshire S10 2LW

### REGISTERED PROVIDER DETAILS

Name	Sheffield Hallam University
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### ORGANISATION DETAILS

Name	Sheffield Hallam University
Address	23 Broomgrove Road Sheffield South Yorkshire S10 2LW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Sheffield Hallam University Nursery opened in 1979. It operates in a large Victorian house in the Broomhall area of Sheffield. The nursery provides a day care service for children of university students and employees, although places may be offered to the wider community, if available. Children attending the nursery are from all areas of Sheffield.

Children are grouped largely according to age throughout the nursery. There are six play areas; six babies under 12 months are cared for in one room on the first floor; there are two toddler rooms caring for six children aged 12 months to over two years, two rooms, each caring for 16 children aged over two years to three and a half, and the pre-school room in 24 children aged nearly four to five years are cared for.

There is a large garden to the front of the building which is part grassed, part paved and part soft surface.

There are currently 106 children on roll; this includes 21 funded three year olds and nine funded four year olds. Children attend for a variety of sessions. The nursery is not currently supporting any children with special needs and none of the children who attend speak English as an additional language.

The nursery opens every weekday throughout the year from 08:00 to 17:30 except for ten days over the Christmas holiday, the last week in August, and one day each term for staff training.

Creches are also run occasionally in the nursery for external organisations; these are staffed by employees of the nursery.

There are 20 staff are employed to work with the children, six of whom are part time. There are 16 staff who have appropriate early years qualifications, and one member staff is currently on a training programme. Additional training to support staff's ongoing professional development is received both internally and from the local Early Years Partnership. The nursery is undertaking the Sheffield Quality Kitemark,

a local quality assurance scheme.
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<b>How good is the Day Care?</b>
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Sheffield Hallam University Nursery provides good quality care for children.
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The nursery is organised very effectively to ensure full staff involvement in planning, evaluation and review of practice; staff are supported effectively and have well planned access to training opportunities. A welcoming and caring environment is created in which children enjoy very well planned activities; both babies and older children are able to select resources independently to develop their own imagination and play ideas. Treasure baskets, natural materials, creative displays and "art galleries" valuing children's work are found in all rooms. The outdoor environment is used well to extend children's learning experiences.
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High priority is given to children's safety and welfare. Comprehensive policies and procedures are in place which are understood and implemented by staff, although some additional monitoring and amendments are needed. Staff help children to develop an awareness and understanding of safety issues. Daily routines are flexible and child-led, enabling staff to respond to individual needs very well. Children are familiar with daily routines; they are confident and secure.
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Staff get to know children very well; they establish warm and trusting relationships with them. Staff provide positive role models, encouraging children to be caring and co-operative. Children are praised often and develop high self esteem. They are supported well to explore and enjoy the whole nursery environment with increasing independence.
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A close partnership is developed with parents throughout the nursery. New parents are encouraged to spend time in the nursery settling their child and sharing information about home, enabling them to feel relaxed and develop comfortable relationships with staff. Parents receive detailed ongoing feedback about their child's progress, and regular newsletters keep them informed about nursery developments.
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<b>What has improved since the last inspection?</b>
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not applicable
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<b>What is being done well?</b>
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| <ul style="list-style-type: none"><li>● Babies and toddlers are very secure and happy in the nursery; interactions are warm and trusting, and staff ensure children have lots of stimulation and conversation. Nursery routines are very flexible and child-led.</li><li>● Children are able to select resources independently, to organise their own play, and develop their own ideas, imagination and creativity; they enjoy heuristic play, and have access to treasure baskets enabling them to explore a wide variety of natural materials and resources.</li><li>● Children behave very well and have a clear understanding of expectations of</li></ul> |
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them; their self assurance grows as they progress through nursery, so that older children in "Tigers" are very confident and independent.

- Staff plan an excellent variety of activities and play experiences, supporting all areas of children's development; the outdoor environment is used well. Children's awareness of safety issues is raised well within activities and in day to day routines.
- Staff work together well as a strong team, sharing ideas and good practice. They place strong emphasis on children's safety and welfare and have clear awareness of their roles and responsibilities with regard to all health and safety policies and procedures.
- Parents are encouraged to spend time settling their child, becoming familiar with nursery routines, and getting to know the staff well; they are encouraged to become actively involved in their child's experiences at nursery.

#### **What needs to be improved?**

- arrangements to show when visitors are present in the nursery
- accident, and health and welfare recording, to ensure that records are consistently counter-signed by parents
- information for parents regarding the regulatory role of Ofsted, and its responsibility to deal with any complaints or concerns which cannot be resolved within the provision's own complaints procedures
- the Child Protection arrangements, to include what action would be taken if an allegation was made against a member of staff.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
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2	Develop arrangements, within the registration system, to show when visitors are present in the nursery.
7	Monitor accident, and health and welfare records, to ensure that the parent's counter-signature is consistently recorded.
12	Include within the information for parents, detail regarding the regulatory role of Ofsted, and its responsibility to deal with any complaints or concerns which cannot be resolved within the provision's own complaints procedures.
13	Include within the Child Protection arrangements detail regarding what action would be taken if an allegation of abuse was made against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Sheffield Hallam University Nursery is a very good nursery where children are motivated to learn within a stimulating environment. Effective teaching is helping children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Key strengths in children's personal, social and emotional development, communication skills and mathematics are due to good planning and skilful interactions of staff. Staff have very good knowledge of the early learning goals. They plan interesting and varied experiences to promote children's enthusiasm and curiosity. Staff introduce and reinforce new words, ideas and concepts; they use skilful open questioning, and create many practical opportunities within the everyday environment to consolidate learning. Staff know children very well, and effectively differentiate the aims of activities and group times to meet individual needs and promote appropriate challenge; assessments could perhaps be used more directly to identify the focus of teaching within some activities when planning the next steps in children's learning.

Children behave very well in response to the high expectations and sensitive support of staff. They share well, have high self esteem, and work with others to solve problems.

The nursery environment is very well resourced and good organisation enables children to use initiative and develop independence.

Strong leadership promotes a staff team which is committed and cohesive. They have a shared understanding of good early year's practice and are committed to continual self evaluation and improvement. Access to training is well planned.

A very good partnership has been developed with parents. Priority is given to getting to know children and their families well. Parents have clear information about nursery policies and procedures; they are well informed about planned learning and are encouraged to support and share actively in their child's experiences.

### What is being done well?

- Children are motivated well to learn and explore; the environment is very well organised to encourage them to use initiative and develop confidence and independence.
- Children are well behaved; they are very good at sharing and problem solving. They develop caring relationships with each other and staff within the supportive and stimulating learning environment.
- Children's communication skills and mathematical awareness are very well

developed; they have many practical opportunities within the everyday environment to consolidate and extend their knowledge and interests.

- Children's interest in the natural world and the local environment is stimulated within the well planned and very varied curriculum; they have many opportunities to explore and extend their natural curiosity, and are able to express their own ideas in very varied ways.
- Staff work effectively as a cohesive team; they are reflective practitioners, committed to ongoing self evaluation and improvement of practice.
- Parents are encouraged to become actively involved in their child's learning and experiences at nursery.

#### **What needs to be improved?**

- the way assessments of children's progress towards the early learning goals, using the stepping stones, help to identify the focus of teaching within activities, when planning for progression for individual children.

#### **What has improved since the last inspection?**

A key issue arising from the last inspection was that more opportunities should be provided for children to recognise and use numbers to ten. This is now clearly incorporated into planning, and staff use everyday opportunities very well to consolidate and reinforce children's awareness of numbers and counting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use initiative in selecting activities and resources; they concentrate well and persevere to develop new skills. They participate with enjoyment in group times. Children's behaviour is very good; they listen to others, they take turns and share; they understand expectations, are able to express their own needs and to consider the needs of others. They develop confidence and high self esteem. They enjoy new experiences linking them with the local community and other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well and share experiences, using correct language to describe and inform; they pretend, recall, negotiate and respond to skilful questioning. They develop reading skills, using books and environmental print for information and enjoyment. They use writing to record and communicate in different ways; they make their own books. They recognise their name, and older children know the name and sound of many letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Daily activities are used very well to consolidate children's learning. They enjoy number rhymes, and counting, recognising numbers and using number names accurately up to and beyond ten. They learn to group objects, find totals, to take away and understand more and less. They match, sort, and order, learning about shape and size in everyday practical activities. They use comparative size and positional language with comprehension.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world; they observe and record changes in their environment, they use salt to thaw "jack frost". They question how things work as they design and make their own models; they experiment with floating, melting and flow. They use the computer and cassette recorder with skill, and learn to use a camera to make photographic records. They talk confidently about experiences in their own lives and learn about the lives of others.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experiment with movement, race fast around the garden, hop and skip, walk with giant strides. They practice throwing and catching balls, pedalling bikes, using wheelbarrows. They climb and balance, make dens and use large equipment safely. They develop fine motor control when they paint, practice writing, use cutlery and pour their own drinks, construct and use tools carefully to make models. They understand the importance of good hygiene and taking care of their bodies.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children express their own ideas in role play, collage, model making and movement. They observe the detail of flowers, autumn leaves, patterns outdoors, light and movement, and use their imagination to recreate them. They explore paint, dough and clay, and experiment with colours; their work is valued and displayed creatively. They enjoy songs and action rhymes, dancing and making music with a wide variety of instruments.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Point for consideration: further develop the way assessments of children's progress towards the early learning goals, using the stepping stones, help to identify the focus of teaching within activities, when planning for progression for individual children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*