



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300724

DfES Number: 512727

INSPECTION DETAILS

Inspection Date	08/10/2003
Inspector Name	Trudy Scott

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Corner House Nursery School
Setting Address	130 Wadsley Lane Sheffield South Yorkshire S6 4ED

REGISTERED PROVIDER DETAILS

Name	Corner House Nursery Ltd 4405143
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ORGANISATION DETAILS

Name	Corner House Nursery Ltd
Address	130 Wadsley Lane Sheffield South Yorkshire S6 4ED

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

Corner House Nursery School opened in 1993. It operates from the ground floor of a large detached house and two annex building within the grounds. Three fully enclosed outdoor play areas are available. The nursery serves the local community and the wider Sheffield area.

There are currently 126 children on roll. This includes 24 funded three year olds and 40 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs and who speak English as an additional language.

The group opens Monday to Friday all year round, with the exception of public holidays and one week at Christmas. Opening times are from 08:00 to 18:00.

Twenty staff work with the children. Fourteen staff have early years qualifications and the remainder are working towards a recognised early years qualification. The setting receives support from a community teacher from the Early Years Development and Childcare Partnership and is a member of the National Day Nurseries Association. The setting is participating in Sheffield Kitemark, a local quality assurance scheme.

How good is the Day Care?

Corner House Nursery provides good quality care for children aged nought to eight years.

A warm, welcoming environment is provided for children and parents. Strong leadership and management effectively supports very good teamwork. Staff are well supported by systems, regular staff meeting and access to relevant training. The participation of the nursery in a quality assurance scheme and an on-going training plan reflects the commitment to continuous improvement. All relevant paperwork is in place although some lacks necessary detail.

High priority is given to the safety of the children. Comprehensive policies and procedures, designed to keep children safe and well, are consistently followed by staff. Children receive a nutritious, freshly cooked meal at lunchtime which includes a good variety of different foods, fruit and vegetables.

The organisation of the nursery into areas for children under two years, children two to three years and children over three years ensures children receive a broad range of appropriate experiences. Satisfactory arrangements are in place for children aged five to eight years in school holidays. The outdoor play area is used creatively and contributes to children's progress in all areas of development. Staff and children have very good relationships. Staff involve themselves in children's play and use praise and encouragement well. Children are happy, secure and enjoy their play. Behaviour is excellent. A balanced range of stimulating toys and play materials is provided. A good collection of resources with positive representations of diversity help children learn about and appreciate difference. Children with special needs are well supported.

Good systems are in place to ensure children are cared for as parent's wish. Parents are asked for detailed information to help meet children's individual needs. A variety of good quality information is provided for parents about the nursery and the children's progress.

What has improved since the last inspection?

not applicable

What is being done well?

- Teamwork is very good. Strong leadership and management ensures staff are well supported with effective induction and appraisal systems, regular staff meetings and access to on-going training.
- High priority is given to children's safety with a number of effective safety measures in place, including secure systems for the arrival and collection of children. Staff consistently follow policies and procedures designed to keep children safe and well.
- Children and staff have very good relationships. Staff involve themselves in children's play and help children feel good about themselves by valuing what they have to say and using praise and encouragement. Children are happy, secure and enjoy their play.
- A balanced range of stimulating toys and play materials is provided across the nursery, for example children under two years particularly enjoy sensory and creative play, imaginative play in children over two years is well developed with access to interesting resources. A good collection of resources with positive representations of diversity helps children learn about and appreciate difference.
- Good systems are in place to ensure children are cared for as parent's wish. Parents are asked for detailed information about children's individual needs,

preferences and routines. The home/nursery diary used for children under one year is a very good way of sharing information.

What needs to be improved?

- the child protection policy to include procedures in the event of allegations against staff
- the complaints procedure to include the role of OFSTED.

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
12	Include the role of OFSTED in the complaints procedure
13	Include in the child protection policy, procedures to be followed in the event of allegations against staff.

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

How effective is the nursery education?

Corner House Nursery School provides a happy and secure environment where children make generally good progress towards the early learning goals. Progress in communication, language and literacy, knowledge and understanding of the world and personal, social and emotional development is very good.

The quality of teaching is generally good. Staff have a good awareness of how children learn through a mix of focused and child lead activities. Daily routines are used well to extend children's learning in some areas but opportunities are missed for children to practice simple addition and subtraction and solve problems. Children's excellent behaviour reflects the high expectations of staff. Consistent interest and engagement of staff with children helps develop very good speaking and listening skills. The organisation of the environment supports children's independent learning. Children access interesting resources which helps develop and extend imaginative play. They learn successfully about the natural world in the outdoor area. Observations and assessments of children are used to monitor children's progress but are not used consistently to plan the next steps in children's learning and to provide challenge for more able children. Appropriate systems are in place to ensure children with special needs are well supported.

Leadership and management of the setting is generally good. A clear staff structure with well defined responsibilities supports staff in fulfilling their roles effectively. Regular staff meetings and a system of appraisal successfully identifies staff training needs. Systems in place for evaluating the education provision are not yet fully effective but there is a strong commitment to continual improvement and development.

Partnerships with parents is very good. A variety of good quality information about the nursery and how children learn is provided. Parents regularly receive information about their children's progress.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident, sociable, motivated to learn and have caring relationships with each other and with staff.
- Children's speaking and listening skills are very good as a result of the staff's consistent interest and engagement in their play and conversations.
- The outdoor environment is used successfully to help children learn about the natural world, with many opportunities to plant and care for seeds and observe and investigate wildlife and the changes in the seasons.
- Children's imaginative play is well developed. Children independently access a range of interesting resources to extend and enhance their play inside and

outside.

- Partnership with parents is very good. Parents receive a variety of good quality information about the nursery and how children learn. They are well informed about their children's achievements through discussion and regular progress reports and are encouraged to share in their children's learning.

What needs to be improved?

- the use of daily routines for children to practice simple addition and subtraction and solve simple problems;
- the use of information gained in observation and assessment to plan the next steps in children's learning, particularly to provide challenge for more able children.

What has improved since the last inspection?

Two points for consideration were identified at the last inspection.

The first point was to devise ways for parents to contribute their own observations and assessments of their children's learning at home to written records of their children's progress. Parents are now successfully involved in their children's learning and have many opportunities to share what they know about their children.

The second point was to organise story groups so that they are not too large for younger three year old and enable all children to be involved. The organisation of group times now ensures all children participate and enjoy story times. This contributes effectively to children developing very good speaking and listening skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Progress is very good. Children are confident, interested and motivated to learn. They concentrate well in groups and when working alone. Behaviour is excellent. Children co-operate, share, take turns and care for each other. They manage themselves independently in the environment. They have a strong sense of belonging to different communities and talk enthusiastically about home and nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Progress is very good. Children have very good speaking and listening skills. They use language well to initiate conversations, share feelings, describe events and make their needs known. Children enjoy looking at books independently and in groups. They join in with familiar stories and predict the ending. They are developing a good awareness of print and engage effectively in a variety of activities which help them develop good writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Progress is generally good. Children regularly count in planned and free play activities. Some count beyond 10. They are interested in numbers and recognise numerals displayed in the environment. They have limited opportunities to practice simple addition and subtraction and solve problems in daily routines. They are developing a good understanding of time, space, shape and measure in a variety of focused and freely chosen activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Progress is very good. Children explore and investigate in self chosen activities and well planned opportunities. They learn effectively about the natural world and observe changes in the outdoor area. They access a range of tools and materials to develop good design and making skills and are confident in using technology. Children engage in meaningful activities to learn successfully about their own community and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Progress is generally good. Children move confidently around the environment using all the space well. They successfully negotiate obstacles and show consideration for the personal space of others. They use a range of large and small equipment skilfully although opportunities for more able children to develop increasing control by constructing with large materials are limited. Hand eye co-ordination is effectively nurtured through using a good range of small tools and equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Progress is generally good. Children explore colour and texture in a variety of ways, such as paint mixing and finger painting. Opportunities for children to develop and extend their ideas in free painting are limited. They are learning to appreciate music by listening to a wide range of different music and practice moving their bodies to the rhythm. Imaginative play is well developed. Children respond enthusiastically to new experiences using language, facial expressions and body movement.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- plan to use opportunities in daily routines for children to practice simple addition and subtraction and solve problems;
- use information from observations and assessments to plan the next steps in children's learning, in particular to provide challenge for more able 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.