



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY242680

DfES Number: 535092

INSPECTION DETAILS

Inspection Date 06/04/2003
Inspector Name Trudy Scott

SETTING DETAILS

Setting Name Fairmount Nursery (Broomhall)
Setting Address 8-10 Broomhall Road
Sheffield
South Yorkshire
S10 2DR

REGISTERED PROVIDER DETAILS

Name Mrs Sarah Woods

ORGANISATION DETAILS

Name
Address

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

Fairmount Nursery, Broomhall, opened in September 2001 and is one of three Fairmount nurseries in Sheffield owned by Sarah Woods. It is located in Broomhall, close to the city centre and serves children and local families and families from the wider Sheffield area. Accommodation is on two floors in a listed building. Children under two are cared for in three rooms on the ground floor and children two to five years are cared for in two rooms on the first floor. The nursery is registered to provide full day care for up to 75 children under five years. There are currently 78 children on roll. This includes 10 funded three year olds and eight funded four year olds. Two children attend who have special needs. Currently there are six children who speak English as an additional language. The nursery opens from 07:30 to 18:30, Monday to Friday, except for bank holidays. Sixteen staff, 15 of whom are qualified, work directly with the children, in addition to the manager and senior manager. There are six staff working with the funded children. The setting receives support from a community teacher from the Early Years Development and Childcare Partnership and is also participating in Sheffield Kitemark, a quality assurance scheme.

How good is the Day Care?

Fairmount Nursery, Broomhall provides good quality care for children aged nought to five years. Organisation and management of the setting is effective in promoting good teamwork. The involvement of the nursery in the Kitemark Quality Assurance Scheme together with a strong senior staff structure, regular review and evaluation and an ongoing training plan reflects the commitment to continuous development and improvement. A comprehensive collection of policies and procedures underpin the day to day running of the nursery, although some lack necessary detail. High priority is given to children's safety. Staff are familiar with, and consistently follow, procedures outlined in health and safety policies. Children are helped to understand safety rules with explanations and reinforcement from staff. The organisation of the environment into five rooms for children of similar ages enables staff to provide a range of age appropriate activities. The transition of children into different rooms is managed sensitively, in consultation with parents and in consideration of children's

different needs. Appropriate arrangements are made to effectively include children with special needs. Children have regular access to outdoor play although resources are limited in this area and sometimes lack challenge for older children. Planned activities and resources for babies and children under two years are very good. Partnership with parents and carers is good. Parents receive a variety of good quality information about the nursery routines and children's progress and achievements. Parents are encouraged to share what they know about their children and children are cared for according to parents' wishes.

What has improved since the last inspection?

N/A

What is being done well?

Staff work well as a team and receive strong support from senior management. Good systems are in place for evaluating and monitoring the provision including participation in a quality assurance scheme, staff appraisal, reviews and development plans. Activities for babies and children under two years is very good. The range of interesting and stimulating opportunities includes a variety of sensory experiences. Policies to keep children safe are good with staff consistently following procedures outlined in health and safety policies. Partnership with parents is good. Parents receive a variety of good quality information about the nursery provision and their children's progress. They have opportunities to share what they know about their children with nursery staff.

What needs to be improved?

the resources for outdoor play, particularly to provide appropriate challenge. The information on daily attendance registers, to show arrival and departure times of children.

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
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2	include the times of arrival and departure of children in then daily attendance registers
5	increase the range of outdoor toys, particularly to provide appropriate challenge

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

How effective is the nursery education?

Fairmount Nursery, Broomhall provides a secure and happy environment where children make generally good progress in all six areas of learning. Children's progress in communication, language and literacy and personal, social and emotional development is generally good with some very good aspects. Progress in knowledge and understanding of the world, mathematical, physical and creative development is generally good. The quality of teaching is generally good. Staff are enthusiastic and work well together to provide an interesting curriculum. Planning is good overall and reflects the early learning goals. Sessions include a mixture of pre-planned and directed activities and some free play, although opportunities for children to plan and manage their own time are limited. A very good range of planned speaking and listening activities foster children's language development. Staff interact effectively to support and extend children's learning in planned activities, but there is less focused use of learning opportunities within freely chosen activities, particularly in the area of mathematical development. Children's behaviour is very good reflecting the high expectations of staff. Assessments of children are regularly completed by staff but the information is not yet used effectively to plan the next steps in children's learning, although this has been identified by staff as an area for development. Children with special needs are very well supported. Leadership and management of the nursery is generally good. Systems in place to review and evaluate the provision are successful in identifying areas for improvement and a development plan is in place. Training needs are successfully identified through a system of regular appraisal. A variety of relevant training is accessed. Partnership with parents is very good. Parents are well informed about the nursery and their children's progress and they have many good opportunities to share information.

What is being done well?

Children's behaviour is very good and responds to the high expectations of staff. Children's language development is successfully fostered through a very good range of planned speaking and listening activities. Very good support is provided for children with special needs. The management commitment to monitoring, developing and improving practice is very good. The nursery participates in a quality assurance scheme and has procedures for reviewing and evaluating the educational provision. Good quality information is provided for parents and opportunities for parents to share what they know about their children effectively contributes to very good partnership with parents.

What needs to be improved?

The planning of the environment and experiences to give children more opportunity to manage their own time, make decisions and have appropriate responsibilities. Opportunities for children to explore mathematical ideas, practice addition and

subtraction and solve problems in everyday activities. The use of information gained in assessments to plan the next steps in children's learning and to show how activities are adapted or extended for different stages of development.

What has improved since the last inspection?

This is the first inspection of the nursery education provision.
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SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
<p>Progress is generally good. Children have good relationships with other children and adults and show consideration for the needs of others. They negotiate take turns and share. Behaviour is very good and responds to the high expectations of staff. Children are confident in selecting activities independently in free play sessions but opportunities to plan and manage their own time and to have appropriate responsibilities are limited.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Progress is generally good. Children are confident speakers and listeners. Skilful staff interactions foster very good language development. Children enjoy looking at books and participating in the reading scheme. Most children recognise their own name. Some write their name and make other letter like marks. Writing materials are appropriately included in some areas of provision and plans to introduce this to other areas will extend opportunities to write for different purposes.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Progress is generally good. Children enjoy number rhymes, count objects and correctly identify some written numerals. Many children count reliably beyond 10. They are beginning to understand about weight and measure through sand and water play. They are learning about shapes and use a variety of shapes creatively when model making. More opportunities to practice what they are learning and solve simple number problems in everyday activities and routines would extend this area of learning.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Children's progress is generally good. Good use is made of the nursery grounds to develop children's curiosity and knowledge of the natural world. Interesting activities in which children investigate and explore are provided but are not always sufficiently adapted for the different stages of development. Children's appreciation of their own community and different cultures is effectively nurtured through sharing information about themselves, planned topics and visitors to the nursery.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Progress is generally good. Children successfully negotiate space inside and out and are considerate of the personal space of others. They are developing confidence and learning to co-ordinate their movements in planned physical exercise sessions. Hand eye co-ordination is effectively nurtured through a range of opportunities for using tools and small equipment. The use of space and resources</p>	

in the outdoor play area lacks challenge for more able children.
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CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Progress is generally good. Children express their ideas and feelings through a range of media and materials. They are beginning to develop and extend their ideas through opportunities that are being introduced into the nursery programme. Children are spontaneous in their role play and imaginative play and staff respond to this, introducing new ideas and vocabulary. Children show enthusiasm and pleasure in a range of familiar activities such as parachute games and playing musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately:
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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.
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WHAT THE SETTING NEEDS TO DO NEXT
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Include more opportunities in the planning of the environment and the educational programme for children to manage their own time, make decisions and have appropriate responsibilities. Increase opportunities for children to explore mathematical ideas and solve problems in everyday activities and routines. Use the information gained in observations and assessments to plan the next steps in children's learning, appropriately adapting or extending activities for different stages of development..

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.