



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300748

DfES Number: 581713

INSPECTION DETAILS

Inspection Date 01/09/2003
Inspector Name Jill Lee

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Lynda Ellis Nursery
Setting Address 17 Broomhall Road
Sheffield
South Yorkshire
S10 2DR

REGISTERED PROVIDER DETAILS

Name Kids Unlimited 2102771

ORGANISATION DETAILS

Name Kids Unlimited
Address 17 Broomhall Road
Sheffield
South Yorkshire
S10 2DR

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

The Lynda Ellis Nursery has been registered since 1989. It operates in a listed building in the Broomhall area of Sheffield, close to the city centre. The nursery provides a child care service for employees of the HSBC Bank.

There are four playrooms in which children are grouped according to age. Children aged 3 months to 3 years are cared for on the ground floor, with pre-school children upstairs. Children have daily access to two secure outdoor areas, one paved, the other with a part safety surface and adventure playground equipment.

There are currently 49 children aged from three months to five years on roll. This includes nine funded three year olds and nine funded four year olds. Children attend for a variety of sessions. There are no children currently attending who have any special needs, and the nursery is not currently supporting any children who speak English as an additional language.

The nursery opens every weekday from 8.00 until 18.00 throughout the year.

The nursery is managed by Kids Unlimited, an organisation which manages nurseries throughout the UK. There are 15 staff employed to work with the children, 13 of whom have an appropriate qualification in child care and education. Three of the staff are employed on a part time basis. The nursery achieved the Kids Unlimited Quality Assurance Scheme Award in 2003. Two staff are currently involved in NVQ training programmes, and the nursery links with the local Early Years Development and Childcare Partnership to access a variety of training courses to support staff's ongoing professional development.

How good is the Day Care?

The Lynda Ellis Nursery provides satisfactory care for children.

Staff work well together as a team, and staff appraisal and access to training opportunities are well planned. There are very well planned and imaginatively

resourced learning environments for both under threes and pre-school children, both indoors and outdoors. However the full potential of the outdoor play area is not currently being fully realised. Most documentation is in place.

The daily routine is flexible to allow staff to be responsive to children's needs and interests on a day to day basis, and to extend opportunities for enjoyment and learning. However staff rotas at the beginning and end of the day, and arrangements for cover for staff breaks, do not always ensure that there are sufficient staff working with the children, or arrangements for contingencies.

Clear policies and procedures are in place ensuring shared expectations and understanding of values; incident recording could be improved. Priority is given to children's safety and welfare, and to establishing an environment where children can develop independence within secure boundaries.

Children are happy and secure within all areas of the nursery; they enjoy a wide variety of stimulating activities and experiences. They develop warm and trusting relationships with both staff and other children, and are sensitive to the needs and feelings of others. Staff know children very well and there are many opportunities for children to express their individuality and develop their own ideas.

Close and effective working relationships are developed with parents; they get to know staff well and share information about their child. They are well informed about what their child is doing at nursery through activity information sheets, and they are encouraged to participate in and support their child's learning and experiences at nursery.

What has improved since the last inspection?

At the last inspection, the nursery was asked to provide evidence to show that all electrical equipment has been serviced and inspected by an approved electrical contractor. This is now in place on an annual basis.

What is being done well?

- Staff meet regularly to plan activities and share information about children's individual needs and progress.
- Staff provide a wide range of stimulating play activities, which support all areas of children's development, in a well planned and child friendly environment. Children also enjoy gardening, cookery, learning French, "yoga for kids" and "soccertots", and "heuristic" play for babies
- Staff place strong emphasis on children's safety and welfare; they have clear awareness of their roles and responsibilities with regard to all health and safety policies and procedures. Children's awareness of safety issues is raised well in day to day routines
- Children are secure, confident and happily settled in the nursery; they develop warm and trusting relationships with the staff. Their behaviour very good. They develop high self esteem and self assurance, becoming aware of

their own needs and the needs of others

- A very detailed information brochure is provided to inform parents about the ethos and policies of the organisation. 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?

- staff ratios, specifically at the beginning and end of the day, and when staff are taking breaks, to ensure that children's welfare can be assured at all times.
- contingency plans for how staff can access additional support, when left alone with children during the nursery day (toileting, collecting meals/snacks, breaks), if difficulties occur or emergencies arise
- children's access to outdoor experiences, so that more flexible and creative use is made of the very good outdoor resources
- detail within recorded incidents, so that action taken, how it is planned that the issue will be addressed, and agreements with parents are all clearly recorded

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Produce an action plan to show that suitable contingency arrangements are in place to ensure sufficient staff are available to cover early and late staff rotas, staff breaks, time spent with parents, holidays and sickness.	31/10/2003

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

Std	Recommendation
2	ensure that, whenever any member of staff is left in sole charge of children (e.g. nappy changing, collecting meals and snacks, breaks) that clear arrangements are in place to enable them to contact additional staff support if required.
3	consider ways to increase children's access to access outdoor experiences, so that more flexible and creative use may be made of the very good outdoor resources.
11	improve the detail of incident records, so that the action taken and any agreements with parents are all clearly recorded.

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

How effective is the nursery education?

The Lynda Ellis Nursery is a generally good nursery, with a stimulating environment, where children are motivated to learn. Effective teaching is helping children to make very good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Key strengths in children's personal, social and emotional development, communication skills and mathematics are due to good planning and skilful interactions by staff. Staff have a very good knowledge of the early learning goals; they plan stimulating and varied activities to promote children's interest and enthusiasm. Staff know children well and use stepping stone assessments to differentiate the aims of activities. They use open questioning, and create practical opportunities within the everyday environment, to extend and consolidate learning. They need to plan to promote greater challenge in some activities, and to re-evaluate use of group times, to extend learning for older and more able children.

Children behave very well and develop high self-esteem; staff expectations are high and they sensitively support children to become aware of the needs and feelings of others.

Staff organise the nursery environment to encourage children to develop independence and use their initiative; it is well resourced. Routines could be reviewed to allow more opportunity for children to re-visit activities, and have freer access to creative play and use of technology.

Leadership and management is generally good. Staff work together effectively as a team; they have reviewed practices and developed greater cohesion through the challenges offered within the company quality assurance scheme. They share a clear understanding of good early years practice.

Partnership with parents is a strength of the nursery. Parents receive detailed information about nursery policies and the foundation stage curriculum, and are encouraged through activity sheets to share actively in their child's learning.

What is being done well?

- Staff have created a welcoming and child centred environment which promotes children's choices and independence.
- Children's personal, social and emotional development is very good; they are confident, encouraged to use their initiative, and are motivated to learn and explore.
- Children are well behaved; self esteem is high, and 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; staff use many practical opportunities within the everyday environment to consolidate and extend their knowledge and interest.
- Parents are encouraged to become actively involved in their child's learning and experiences at nursery. They are well informed at the "Moving on up" evening about the foundation stage curriculum and able to contribute to their child's development record, "How's it going".

What needs to be improved?

- the way assessments are used to develop and extend the learning opportunities for older and more able children, increasing challenge in both planned and free play activities;
- the use of space and organisation of the nursery environment, to provide more opportunity for children to re-visit and extend activities, to allow freer access to the exploratory and creative play area, and to increase children's use of technology;
- evaluation of the ways in which children are grouped and use of whole group activities within the planning process.

What has improved since the last inspection?

Improvement since the last inspection is good. Staff now confidently link sounds to letters within everyday activities, reinforcing children's awareness; children practise writing their names on their own work, and write to describe what they have done. They have opportunity to write for different purposes in role play activities.

Planning and assessments are now clearly based on the early learning goals and consistent priority is given to communication, language and literacy, mathematical and personal, social and emotional development. Assessments are now being used consistently to inform planning and teaching.

Parents now receive detailed information about the curriculum and are invited to contribute to the assessment process. Detailed long, medium and short term plans are displayed for parents to read, and they receive information sheets to show how they can support their child's learning at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and use their initiative to select activities in free play; they concentrate well and are motivated to learn. They enjoy independent play and join in group times with enthusiasm. Their behaviour is very good; they take turns and share. They understand expectations and have awareness of their own needs and the needs of others. They develop personal independence and high self esteem. They enjoy experiences linking them with the local community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate clearly and confidently share experiences, using correct language to describe, recall and inform. They are attentive listeners and enjoy stories. They use books and environmental print for information and enjoyment. They learn to recognise and practise writing their own name, and to link sounds and letters. They use writing to record their ideas, and they make their own books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children consolidate and extend their understanding of number concepts in everyday experiences. They enjoy number rhymes and counting, recognising numbers and using number names accurately up to and beyond ten. They group objects and find totals; they take away, and gain understanding of more and less. They learn about shape and size in many practical activities, and use comparative size and positional language in their play. They order objects by size and learn to create patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world; they plant seeds and watch changes above and below the soil. They explore how things work, experimenting with different resources to design their own boats, testing which would float and considering why. They talk confidently about their home experiences, about holidays and weddings. They find out about people's roles in the local community and learn about the lives of people from other cultures. They have limited opportunity to use technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and coordination. They negotiate stairs and climbing equipment well; they balance on the bench. They race fast up and down the slope outdoors and practise throwing balls and hoops. They play soccer and enjoy yoga sessions. Children use knives and forks to eat their lunch, pour their own drinks, and cut out using scissors skilfully; they develop careful pencil control. They talk about healthy eating, and know how to look after their bodies in hot weather.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their own ideas in role play, model making and movement. They make detailed observational drawings of the plants they have grown. They develop their own stories, and use their imagination, in small world play and the home corner. They talk about sad and happy faces and how these make them feel. They sing songs and enjoy dancing and movement to music; they listen to music from other countries, India and Ireland, and practice their dances.

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

- consider how assessment could more creatively be used to develop and plan for extension of learning opportunities for older and more able children, increasing challenge in both planned and free play activities; include evaluation of the ways in which children are grouped and use of whole group activities;
- evaluate ways in which the use of space and organisation of the nursery day could provide more consistent opportunity for children to re-visit and extend activities, to use technology and to access the creative play area.

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.