



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300727

DfES Number: 583741

INSPECTION DETAILS

Inspection Date 02/02/2004
Inspector Name Jill Lee

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Osborne House Community Nursery and Playcare Centre
Setting Address 5 Minto Road
Sheffield
South Yorkshire
S6 4GJ

REGISTERED PROVIDER DETAILS

Name The Committee of Playschemes Activities & Recreation for Kids
Ltd 3251011 1074899

ORGANISATION DETAILS

Name Playschemes Activities & Recreation for Kids Ltd
Address 5 Minto Road
Sheffield
South Yorkshire
S6 4GJ

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

Osborne House Community Nursery and Playcare Centre is a community nursery which opened in 1997. It is part of PARK (Playscheme Activities and Recreation for Kids) Limited, which is a registered charity providing child care in the locality for children aged up to 14 years. The nursery is situated in the Hillsborough area of Sheffield, close to local schools, and tram and bus routes. The nursery serves the local area.

The nursery is based in a large, detached Victorian building, with a separate annexe. Children are grouped, according to age, in seven rooms. There are 24 babies and toddlers aged under two years cared for in three rooms on the first floor; 24 children aged two to five years are cared for in three rooms on the ground floor. Sessional care is offered to ten funded three and four year olds in the annexe classroom. Overnight care is not offered.

There are two areas used for outdoor play, one tarmac and one grassed.

The nursery operates from 8:00 until 18:00 each weekday throughout the year. The sessional care is not offered during school holidays. Sessions for funded children are from 9:15 to 11:45, and from 12:45 to 15:15.

There are currently 81 children on roll. This includes 24 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions. There is one child who has special needs, and the nursery does not currently support any children for whom English is an additional language.

There are 17 full time staff and six part time staff who work with the children; of these 17 have an appropriate early years qualification. Five staff are currently attending training programmes. The nursery receives support from a community teacher within the Early Years Development and Childcare Partnership. The staff team have completed the local quality assurance scheme, the Sheffield Quality Kitemark.

How good is the Day Care?

The Osborne House Community Nursery and Playcare Centre provides satisfactory care for children.

Staff work well together as a team, and staff appraisal informs access to planned training opportunities. They meet regularly to plan activities, and create a well planned and resourced environment for both under threes and pre-school children, both indoors and out. The daily routine is flexible to allow staff to be responsive to children's needs and interests. The system of notification of staff changes and vetting of staff and clear contingency arrangements established for when staff are left in any room alone with children are ineffective.

Clear policies and procedures are in place, although some policies require further development. 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 become aware of the feelings of others. Staff know children well and children have opportunities 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 daily about their child. They are well informed about what their child is doing at nursery.

What has improved since the last inspection?

Improvement arising from actions raised at the last inspection is good.

There is a much improved understanding of staff responsibilities within the National Standards; management structures have been reviewed and clearer systems are developing to ensure appropriate delegation of responsibilities within the staff team, and to monitor and evaluate effectiveness of practice. Risk assessments, fire safety, accident and incident procedures, food safety and behaviour management issues are now more clearly managed.

The majority of staff now have an appropriate qualification in child care and education. Staff working with babies are qualified to do so. Staff now have well planned access to appropriate training opportunities, although staff cover to allow access to training remains difficult.

What is being done well?

- Planning and preparation for introduction of babies and toddlers to the under two's rooms in the nursery is very good; sensitive and caring support is given to parents to assist their child's settling.

- The nursery environment is welcoming and child friendly; staff know children well enabling them to ensure individual needs are supported effectively. Children enjoy a good range of well resourced activities.
- Staff give high priority to protecting children, and to their safety and welfare both within the nursery and outdoors. Children's awareness of risks within the environment is raised well, encouraging developing independence.
- Children are secure and happy in the nursery; staff interactions with children are warm and trusting. Children behave well with sensitive support from staff.
- Parents are very involved in the life of the nursery; they develop close relationships with staff, and are well informed about their child's experiences at nursery.

What needs to be improved?

- the procedures for notifying Ofsted of all staff changes, to ensure that staff are suitable, qualified and experienced to work with children, and that no person who has not been vetted is ever left alone with children
- the procedures for action to be taken regarding lost or uncollected children, to ensure that clear arrangements are in place
- the arrangements for how staff can access additional support, when left alone with children during the nursery day (toileting, staff collecting meals/snacks, breaks), if difficulties occur or emergencies arise, to ensure children's welfare can be assured at all times
- the procedure regarding medication consents, to ensure prior written permission is obtained from parents before any medication is administered to children
- the information for parents regarding Ofsted's regulatory role, and its responsibility to deal with any complaints or concerns, which cannot be resolved within the provision's own complaints procedures
- the Child Protection policy, to include clear detail regarding the procedure to be followed if an allegation of abuse is made against a member of staff.

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
1	Implement clear procedures to notify Ofsted of all staff changes, to ensure staff are suitable, qualified and experienced to work with children, and that no person who has not been vetted is ever left alone with children.	02/02/2004
2	Develop procedures for action to be taken if children are lost or uncollected.	31/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Develop clear contingency arrangements to enable staff to access additional support in all rooms should emergencies arise or difficulties occur, to ensure children's welfare can be assured at all times.
7	Ensure prior written permission is obtained from parents before administering medication to children.
12	Inform parents about the regulatory role of Ofsted, and its responsibility to deal with any complaints or concerns, which cannot be resolved within the nursery's own complaints procedure.
13	Include within the Child Protection policy the procedure to be followed if an allegation of abuse is 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?

Osborne House Community Nursery and Playcare Centre is a generally good nursery where children are motivated to learn. Effective teaching is helping children to make generally good progress towards the early learning goals in all areas of learning; progress in personal, social and emotional development is very good.

Teaching is generally good. Staff have a generally good knowledge of the early learning goals, and plan a good variety of activities to promote children's interest and enthusiasm. Activities are planned well to extend and consolidate learning.

The nursery environment could be organised to allow more opportunity for children to design and construct using varied tools and techniques, and to be able to express their own ideas through freer access to exploratory and creative resources.

Children behave very well; staff sensitively support children to become aware of the needs and feelings of others. Children's individual needs are supported very well.

Observations of children could be used more directly to identify the focus of teaching in activities in order to help children progress. Staff need more clearly to differentiate the objectives of activities, and to use opportunities within the daily routine, to increase challenge, particularly for older and more able children.

Leadership and management is generally good. Staff work together effectively as a team; they are reviewing practices and developing improved monitoring and evaluation processes. They share a clear understanding of good early years practice.

Partnership with parents is good. Staff work hard to support children's transition from home, and to develop parent's trust. Parents receive detailed information about nursery policies and the foundation stage curriculum. Information is shared informally on a daily basis with staff, and development summaries are shared more formally every three months.

What is being done well?

- Staff create a well planned and resourced environment which offers children experiences in all areas of learning.
- Children's personal, social and emotional development is very good. Staff know children well and encourage confidence to learn and explore.
- Children are well behaved; they are encouraged to think about the feelings of others, and develop caring relationships with each other.
- Parents are encouraged to become actively involved in their child's learning and experiences at nursery. They have regular planned opportunities to see

development records and share their child's progress with staff.

- Staff work effectively as a cohesive team; they are committed to ongoing self evaluation and improvement of practice.

What needs to be improved?

- the organisation of the environment and daily routines, so that children have more freely chosen opportunities to design and build, and to select and experiment with a wider variety of media and materials, encouraging them to explore how things work, to use their imagination in more varied ways and to develop their own ideas
- the way in which observations of children are used to more directly to inform the focus of teaching in planned activities to help children to progress, and also to plan for increased challenge within activities and everyday routines, particularly for older and more able children.

What has improved since the last inspection?

Progress in response to key issues arising from the last inspection is generally good.

Aims for activities in all areas of learning are now shown in planning, based on medium term plans and linked to stepping stones. Planning for differentiation within activities, to ensure there is sufficient challenge for older and more able children to develop reading and writing skills, and use of name cards to encourage them to recognise and write their own names, could be developed further.

There is now a clearly established system to observe and record children's progress, but the observations need to be used more effectively to enable staff to plan the focus of teaching in activities for individual children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use their initiative in selecting activities, and develop increasing independence. They enjoy new experiences, concentrate well and are motivated to learn. They participate actively in group times and show an awareness of their own needs and the needs of others. Children's behaviour is good; they listen, take turns and share. They enjoy experiences linking them to the local community and develop understanding of other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to share experiences, ask questions and negotiate turns. They participate enthusiastically and with enjoyment in songs and rhymes. They use a good range of books well; they read to themselves, and are becoming attentive listeners. Children learn to recognise their own name. Some children are beginning to hear and say initial sounds, but they need more opportunity to link sounds and letters, and to use writing for different purposes within their everyday environment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes, and can count objects up to ten using number names accurately. Some children recognise numbers up to nine. They match, sort and create patterns, and begin to use size and positional language in free play and construction activity. They need more opportunity to explore shape and size and to develop their understanding of addition and subtraction through exploration of practical problems within the everyday environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and interested in the natural world; they plant seeds and bulbs and watch the roots and shoots as they grow. They share information about their family and home lives. They learn about the local community and other cultures. Children have limited opportunity to build models of their own design, using a varied range of resources and tools.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with co-ordination and control, negotiating space well when running, kicking balls and riding bikes. They balance and climb with confidence and safety. They enjoy music and movement, and action rhymes. They put on coats, shoes and aprons, and use the toilet independently. They talk about healthy foods and keeping fit. They are able to use pencils, scissors and cutlery with increasing skill.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children mix colours, and explore texture and shape. They enjoy action songs and rhymes at group times, moving their bodies in different ways to music, in dancing and ring games. They enjoy stories which stimulate their imagination; they develop extended imaginary games, using real life experiences. They need more opportunity to experiment with a variety of media and materials, and to use their imagination in more varied ways to develop their own ideas.

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

- review the way the nursery environment is organised to allow children more freely chosen opportunities to design and construct using varied tools and techniques, and to select and experiment with a wider variety of media and materials, to encourage them to explore how things work, to use their imagination in more varied ways and to develop their own ideas
- use observations of children more directly to inform the focus of teaching in planned activities to help children to progress, and also to plan for increased challenge within activities and in everyday routines, particularly for older and 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.