



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300751

DfES Number: 520534

INSPECTION DETAILS

Inspection Date 13/05/2004
Inspector Name Trudy Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ellesmere Children's Centre
Setting Address 4 Maxwell Street
Sheffield
S4 7JN

REGISTERED PROVIDER DETAILS

Name The Committee of Ellesmere Children's Centre 1082079

ORGANISATION DETAILS

Name Ellesmere Children's Centre
Address 4 Maxwell Street
Sheffield
S4 7JN

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

Ellesmere Children's Centre opened in 1996. It is situated in the Ellesmere area of Sheffield in premises converted from a school building. Children are accommodated in three rooms on the ground floor of the building. There is a fully enclosed garden and outdoor play area. The centre has charitable status and is managed by a committee of volunteers who have personal or professional links with the community. A variety of activities take place within the centre, including Sheffield College courses, Sure Start and Citizens Advice. The centre serves children and families from a wide variety of cultures and backgrounds, living locally and in the wider Sheffield area.

There are currently 57 children from six months to under five years on roll. This includes nine funded three year olds and nine funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and children who speak English as an additional language.

The nursery opens on Monday to Friday, with the exception of public holidays and for five staff training days each year. Opening times are between 08:00 and 18:00. Crèche places are available for parents and carers participating in training and community events within the centre.

Ten staff work with the children, all of whom are qualified or are working towards a qualification. The centre is working towards 'Sheffield Kitemark' a local quality assurance award.

How good is the Day Care?

Ellesmere Children's centre provides good quality care overall for children aged nought to five years.

Organisation and management of the nursery successfully promotes very good teamwork. Staff are well supported with effective induction and appraisal systems, regular team meetings and further training opportunities. A comprehensive collection

of policies and procedures underpin the day to day running of the nursery.

The environment is well organised with three group rooms for children of similar age. This enables staff to provide a range of appropriate and achievable activities. Planning for children over two years identifies developmental aims and progression. Staff are currently exploring ways to improve the planning for children under two years. Transition of children into different rooms is managed sensitively in consultation with parents. Attractive décor, interesting resources, displays of children's work and photographs contribute to the welcoming feel of the nursery. Play opportunities are enhanced in the stimulating sensory garden and outdoor play area.

Positive steps are taken to ensure children's safety in the centre and outdoors. Staff actively promote good health and hygiene practise.

Children and staff have very good relationships. Skilful and sensitive interactions of staff help children feel confident, secure and happy in nursery. There is strong commitment to providing a fully inclusive environment that values children as individuals and helps them to value and appreciate diversity. This ensures children with special needs or who speak English as an additional language are well supported. Behaviour of the children is excellent and reflects the high expectations of staff.

Parents receive a warm welcome in nursery from the friendly, approachable staff. Good quality information is provided for parents in a variety of ways. Systems for exchanging information are successful in ensuring children are cared for according to parents wishes.

What has improved since the last inspection?

Not applicable

What is being done well?

- Teamwork is very good. Effective induction and appraisal systems, regular team meetings and opportunities for further training ensure staff are clear of their roles and responsibilities and have relevant skills for the job.
- Staff interact sensitively and skilfully with the children. They show an interest in what children do and say by communicating in non verbal ways, such as eye contact and facial expression, talking and listening to them, asking questions and offering suggestions.
- A very good range of experiences and activities are provided to help children learn to value and appreciate similarities and difference. These include daily opportunities to share information about themselves and their interests, opportunities to hear and speak different languages and access to resources from a wide variety of cultures.
- Behaviour of the children is excellent. Staff model good behaviour for the children, such as saying please and thank you to children and to each other,

and use praise and encouragement effectively to promote good behaviour.

- Good quality information is provided for parents in a variety of ways, such as displays, letters, photographs, and daily discussions with staff.

What needs to be improved?

- the planning for children under two years, to show how activities and experiences help children develop and progress.

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
3	Review the planning for children under two years to identify developmental aims and progression.

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

How effective is the nursery education?

Ellesmere Children's Centre provides an inclusive environment where children enjoy learning. This ensures they make very good progress towards the early learning goals.

The quality of teaching is very good. Priority given to personal, social and emotional development underpins children's learning in all areas. Staff use their secure knowledge of the early learning goals to plan an interesting and varied curriculum with a balance of focused and freely chosen activities. They arrange the environment imaginatively, indoors and outdoors, to support children's independent learning. Children enjoy many varied and exciting activities. The sensory garden, in particular, stimulates children's imagination and enthusiasm for nature. Staff engage skilfully with children to develop very good language skills and provide effective support for children who speak English as an additional language. They interact well with individual children and provide excellent support for children with special needs. Staff regularly observe children and assess their learning against the stepping stones. They use this information successfully to identify the next steps in children's learning and to plan appropriate challenge.

Leadership and management are very good. The manager and deputy work effectively with the committee to promote an inclusive environment where staff and parents share a positive approach to learning. Staff are clear of their roles and responsibilities and have a consistent approach to their work. There are successful systems in place to review and develop the provision for nursery education.

Partnership with parents is very good. Parents are well-informed about what their children are doing and learning in nursery. They regularly share information with staff, which helps staff build on children's interests and experiences, and have many opportunities to be involved in their children's learning.

What is being done well?

- The priority given to personal, social and emotional development underpins children's learning in all areas. Children feel a sense of belonging in the nursery and gain knowledge and understanding of their own culture and community. This gives them the confidence to make the most of opportunities and to explore the world around them.
- Staff are very good at developing children's language skills. They plan many opportunities for children to speak and listen. They value children's contributions and skilfully engage them in conversations. Effective support is provided for children who speak English as an additional language as staff speak seven different languages.
- The sensory garden stimulates children's imagination and helps them

develop a good awareness of the natural world. They use all their senses as they help care for plants and observe wildlife. They use their imagination well as act out stories in the willow weave.

- Children with special needs receive excellent support. Staff find out all they can about children's specific needs and ensure they are fully included in all activities. They work well in partnership with parents and outside agencies to ensure children gain as much as possible from their time in nursery.
- Parents have many opportunities to be involved in their children's learning. They regularly discuss their children's progress with the staff and borrow resources, such as story sacks, to help their children learn at home.
- Successful systems are in place to ensure the continuing development of the provision. Teaching is regularly monitored by the manager and deputy and ways forward are agreed. These include direct support by working alongside staff with many opportunities for further relevant training.

What needs to be improved?

- the provision of further purposeful opportunities for children to record number work.

What has improved since the last inspection?

Very good progress has been made since the last inspection.

Opportunities for children to explore and select materials to use skills such as cutting, joining and folding for a variety of purposes are now included in daily activities. Children have access to resources to design, make and extend their own ideas and are well-supported by staff in learning new techniques and skills. This contributes to the very good progress children make in knowledge and understanding of the world.

The management and staff have a very good partnership with parents which ensures effective exchanges of information about the children. This enables staff to plan for individual children based on their interests and to build on what children already know and can do.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are curious, enthusiastic and excited in nursery. They enter the setting confidently and are well-supported by staff in operating independently in the environment. Behaviour is excellent. Children show consideration for the feelings of others as they take turns and share. They have real responsibilities as they help tidy away and care for plants in the garden. Children show appreciation of different cultures and beliefs as they share information about themselves with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good speaking and listening skills. They interact readily with others and confidently initiate conversation. They use language well for a variety of purposes such as recalling, predicting and talking about their feelings. They are learning to recognise the meaning of print through the variety of print displayed in the environment. Many opportunities to use mark making materials and attempt writing for different purposes effectively supports their development as writers.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show good counting skills. many count reliably beyond 10. They see and often identify numerals displayed around nursery and confidently represent numbers using their fingers. In daily activities they solve simple problems, such as working out if there are enough aprons, and attempt more complex problems in focused activities with staff. Children show good understanding of space, shape and measure as they engage in water play, complete jigsaws and make models with construction kits.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing very good skills in exploration and investigation. in a range of focused and freely chosen activities. They describe what they see and are starting to record their observations. They show an awareness of everyday technology and operate a computer with varying degrees of skill. The sensory garden successfully promotes children's interest in nature. Children are learning effectively about their own community and the wider world in visits and daily activities

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely indoors and outdoors. They are well-supported by staff as they attempt challenges in the outdoor area such as balancing, jumping from different heights and practise walking on stilts. They share space successfully and show consideration for the personal space of others. Children are developing an awareness of simple health issues and are learning to manage personal hygiene independently. They show increasing control in using a range of tools and equipment.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour in a variety of ways and have many opportunities to develop their own ideas with different media. They work on a large and small scale when making models with recycled items, indoors and outside. They actively participate in familiar rhymes and songs and enjoy playing a variety of musical instrument from different cultures. Children's imagination is successfully stimulated as they use a good range of resources to develop their own stories and extend their play.

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

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:

- There are no significant issues to report, but consideration should be given to improving the following:
- the provision of purposeful opportunities for children to record their number work.

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.