



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 300911

DfES Number: 517556

### INSPECTION DETAILS

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|-----------------|-------------|
| Inspection Date | 25/02/2004  |
| Inspector Name  | Trudy Scott |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Full Day Care, Out of School Day Care                 |
| Setting Name    | The Old School House Nursery                          |
| Setting Address | Benty Lane<br>Sheffield<br>South Yorkshire<br>S10 5NF |

### REGISTERED PROVIDER DETAILS

|      |                        |
|------|------------------------|
| Name | Mrs Stephanie Connelly |
|------|------------------------|

## 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 Old School House Nursery opened in 1990. Day care and out of school care is provided. It operates from two converted buildings on the same site and has use of a scout hut next door to supplement the out of school provision. The nursery is situated in the Crosspool area of Sheffield and serves children and families living in Sheffield and the surrounding areas.

There are currently 187 children from three months to eight years on roll. This includes 39 funded three year olds and 17 funded four year olds. Children attend for a variety of sessions. The settings currently supports a small number of children with special needs or who speak English as an additional language.

The nursery school opens on Monday to Friday throughout the year, with the exception of public holidays. Opening times are from 07:30 to 18:30.

Thirty two staff work with the children, all of whom are qualified. There are also seven trainees who are currently working towards a relevant early years qualification. The setting has received the Investors in People Award and is a member of the National Day Nurseries Association.

### How good is the Day Care?

The Old School House Nursery provides good quality care overall for children aged nought to eight years.

Children and parents are warmly welcomed in attractive, safe premises. Organisation and management of the setting successfully promotes good teamwork. A strong senior staff structure, effective induction and appraisal systems and on-going training ensures staff are familiar with their roles and responsibilities. A comprehensive collection of policies and procedures underpin the day to day running of the nursery.

High priority is given to maintaining a safe and hygienic environment. Staff

consistently follow procedures outlined in health and safety policies. Children are helped to understand safety rules with discussion and explanation. Staff actively promote good health and hygiene and support children in developing good hygiene practise. Children enjoy a varied range of healthy foods and snacks.

Children under five years are grouped according to age into eight rooms where they enjoy a balanced range of interesting activities and experiences. However a small number of directed activities for children under three years are not always achievable. Staff and children have warm and positive. Very good staffing ratios, particularly in the baby and toddler rooms, ensure children receive lots of adult attention. The out of school provision is very good. Older children are enthusiastic and excited by the range of stimulating activities available. Children with special needs are well-supported and fully included in all areas of provision.

Systems in place for sharing information are successful in ensuring parents' wishes for the care of their children are respected. Parents receive a variety of good quality information about the children's routines, progress and achievements, although not all parents are well-informed about nursery polices and procedures. Parents are encouraged to exchange information about their children and share in their children's learning.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- Teamwork is good. Strong leadership and management, effective induction and appraisal systems and access to on-going training are successful in ensuring staff are enthusiastic and fully understand their roles and responsibilities.
- Out of school care is very good. The atmosphere in the club is vibrant with children enjoying a range of stimulating activities. The scout hut is used well to enable children to 'let off steam' when returning from school.
- Staff actively promote good health and hygiene. The staff follow clear health and hygiene policies such as regular cleaning of toys, changing aprons when serving meals and using colour coded cloths for each area to prevent the spread of infection.
- Staff and children have warm, positive relationships. Very good staffing ratios ensure children are well supported. Staff know individual children well. They talk, listen and involve themselves in children's play and communicate well with babies using words, gestures, touch and facial expression. Children are confident and happy.
- The premises are attractive, warm and welcoming. Space is well organised to meet children's needs to eat, sleep, rest and play in comfort and security. Effective safety measures including safety surfaces in the outdoor play areas and video monitoring of internal and external areas of premises.

**What needs to be improved?**

- the activities for children under three years to ensure they are realistically achievable
- the opportunities for parents access nursery policies and procedures.

**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   | Ensure all activities for children under three years are realistically achievable.          |
| 12  | Increase opportunities for parents to become familiar with nursery policies and procedures. |

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

### How effective is the nursery education?

The Old School House Nursery provides a secure and happy environment where children make generally good progress in all six areas of learning. Progress in communication, language and literacy and physical development is very 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 run smoothly with a mixture of pre-planned, directed activities and freely chosen activities. Staff interact effectively to support and extend children's learning in directed activities but there is less focused use of learning opportunities within free play. A very good range of speaking and listening activities successfully foster children's language development. Stimulating resources are provided but children have limited access to resources to develop design and making skills and some areas of creativity. Many opportunities for children to sing, listen to music and play instruments effectively nurtures children's appreciation of music. Well-planned physical and outdoor play activities contribute to the very good progress children make in this area. Assessments of children are used to monitor progress but the information is not used consistently to plan the next steps in children's learning. Children with special needs are very well supported.

Leadership and management of the nursery is generally good. A clear management structure with defined roles and responsibilities effectively supports good teamwork. Training needs are successfully identified through a system of regular appraisal and a variety of relevant training is accessed. Systems for review and evaluation are not yet fully effective in identifying all areas for development.

Partnership with parents is generally good. Parents are well informed about their children's progress and have many relevant opportunities to be involved in their children's learning.

### What is being done well?

- Children's language development is successfully fostered through a very good range of planned speaking and listening activities. Children share their news and listen to others at group times, enjoy listening to stories, follow instructions and complete simple tasks correctly.
- Well-planned physical activities, such as moving to music, and regular opportunities for outdoor play contribute to children's very good progress in physical development.
- Children's enjoyment and appreciation of music is effectively nurtured with many opportunities for children to sing, listen to music and play instruments. Music sessions are well planned and organised by a qualified music teacher.

- Very good support is provided for children with special needs. This includes consultation with parents, liaison with other professionals and individual education plans to ensure children's individual needs are met and children are fully included in all aspects of the provision.
- Parents have many relevant opportunities to be involved in their children's learning, for example parents are involved in the reading and library scheme. They receive regular progress reports and contribute what they know about their children to the assessment process.

#### **What needs to be improved?**

- the use of observation and assessment to consistently plan the next steps in children's learning and enable staff to respond and intervene appropriately in children's freely chosen activities
- the organisation of the environment to support children's independent learning, in particular by increasing access to resources for children to develop, represent, design and make their own ideas using a wide range of media, materials and tools.

#### **What has improved since the last inspection?**

Three key issues for action were identified at the last inspection.

One was to record children's progress and attainment. This has been successfully achieved with the introduction of an assessment system relating to the early learning goals and the opportunities for parents to contribute to records of children's progress.

Behaviour management was a second key issue. An effective behaviour management policy is now in place. Staff model good behaviour for the children and help them understand expectations. Children are well-behaved.

The third key issue was for the nursery to provide more opportunities for children to explore sound. A qualified music teacher involves the children in well planned activities where they listen to music and use musical instruments. Very good progress has been made in this area and it is now a strength of the nursery.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children are confident in the setting and manage themselves independently in the environment. Children play co-operatively together, successfully negotiating taking turns and sharing. Many children are developing good concentration skills although a few become distracted in whole group activities and free play sessions. Children behave well, follow the examples of staff in saying please and thank you and show consideration for the needs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are confident speakers and listeners. They engage with staff and other children in conversations, listen when others speak and follow instructions correctly. They use language well for a variety of different purposes such as negotiating, describing and making their needs known. Children enjoy looking at books and participating in the reading scheme. Most children recognise their own names. Many children write their names and some attempt writing for different purposes.

### MATHEMATICAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children have good counting skills, many count reliably beyond nine. They see numerals in the environment and often use number names in their play. They are developing an interest in number problems and regularly attempt to solve simple problems in daily routines. Children are developing an awareness of size, shape and measure in planned and freely chosen activities, but opportunities are sometimes missed to extend and consolidate their learning in free play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children have many good opportunities to explore and investigate when using natural materials, working outside and in planned activities such as baking. They have good skills in using technology and operate the computer independently. Opportunities to use tools and materials to practise and refine design and making skills are insufficient. Children learn effectively about their own community and the lives of others through sharing information, planned topics, visits and visitors to the nursery.

|   |           |
|---|-----------|
| <b>PHYSICAL DEVELOPMENT</b>   |           |
| Judgement:  | Very Good |
| Children move independently in the environment, successfully negotiating obstacles and respecting the personal space of others. They move their bodies imaginatively to music. They have appropriate challenges in the outdoor area and use a range of large and small equipment safely, with confidence and control. Children show an awareness of their own bodily needs such as when to wash their hands and how to keep warm. They engage in a variety of activities to develop hand eye co-ordination. |           |

|   |                |
|---|----------------|
| <b>CREATIVE DEVELOPMENT</b>   |                |
| Judgement:  | Generally Good |
| Children explore colour and texture in a variety of ways, such as paint mixing and finger painting although they have limited opportunities to develop and represent their own ideas using a variety of media and materials. They enjoy singing and are learning to appreciate music by listening to music. They use percussion instruments well to repeat and create sounds. Children play imaginatively, use their senses in many activities and respond enthusiastically to new experiences. |                |

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| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b> |
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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.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- identify observation and assessment opportunities in children's freely chosen activities and plan to use information in observations and assessments consistently to inform planning of the next steps in children's learning
- organise the environment to support children's independent learning, in particular by increasing access to resources for children to develop, represent, design and make their own ideas using a variety of media, materials and tools.

*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.*