



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 300858

DfES Number: 583743

### INSPECTION DETAILS

Inspection Date	11/06/2003
Inspector Name	Judy Thompson

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Sheffield College Nursery & Childcare Service: Castle
Setting Address	Castle Centre, Granville Road Sheffield South Yorkshire S2 2RL

### REGISTERED PROVIDER DETAILS

Name	The Sheffield College
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### ORGANISATION DETAILS

Name	The Sheffield College
Address	Castle Centre, Granville Road Sheffield South Yorkshire S2 2RL

## 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

Castle Centre Nursery is one of five Sheffield College Nursery and Childcare Services Main Site Nurseries. It was registered in 1988 and operates from a purpose built unit, within the campus of Sheffield College Castle Centre Site. The college is situated within the boundaries of Sheffield City Centre, with good travel links on the Super tram and main bus routes for the city. .

Students attending the college have priority for places in the nursery, but private, commercial places are also offered.

The nursery accommodates 34 children aged 0 to 5 years in a large, open plan unit, with two smaller play rooms. There is a self contained baby unit for 9 children under 2 years. There are nappy changing facilities, two secure outdoor play areas and an office. There are 98 children on roll. This includes 19 funded three year olds and 8 funded four year olds. 4 children have Special Educational Needs and 17 of the children have English as an additional language. The group operates Monday to Friday 8.30 am to 5.00 pm during college term times only. (38 weeks a year). Children attend for a variety of sessions.

Eleven staff work full and part time with the children. Nine of these hold early years qualifications. Four staff are currently on a training programmes. The setting receives support from the Early Years Development and Childcare Partnership, and has input from the Community Teacher.

The setting has currently completed three modules of the Sheffield Kitemark, Quality Assurance Scheme.

### How good is the Day Care?

Castle Centre Nursery and Day care Service offers good quality care to children.

The accommodation is used creatively to offer children independence, freedom and choice. Children move around the nursery with confidence, accessing indoor and

outdoor activities. Good use is made of 'outdoor curriculum'.

The staff team work directly with children, in a relaxed and gentle manner, whilst allowing children space to work alone. Staff work well together as a team, ensuring the sessions run smoothly.

They form warm and trusting relationships with children, talking to them, listening to their responses, and extending their understanding. Staff are able to make good risk assessments for children and allow appropriate physical challenges.

Good attention is paid to maintaining a healthy environment, and helping children learn healthy practices.

Children of all ages are offered a stimulating, challenging, and interesting curriculum that emphasises learning through play. Children have fun, laugh, talk to each other and to staff, and move confidently around the nursery at ease with their environment. Children have opportunities to work with staff on a one to one basis, or in small 'focus groups' to meet individual children's learning needs.

All children are valued, included and welcomed. Children with special needs are very successfully integrated into everyday activities, and receive good support. All children are sensitively helped towards positive behaviour, and staff help children to build good self esteem by offering praise, compliments and encouragement for effort and achievement. Staff understand their role in protecting children.

Staff establish good working relationships with parents, value their knowledge and respect their preferences.

Parents contributions are encouraged, and good information is shared with parents to involve and inform them about their child's welfare and progress.

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

not applicable

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

- the creative use of space, time and resources to offer children freedom, choice, independence and a broad range of experiences and fun
- there is a broad based curriculum, with good emphasis on creative, imaginative, investigative and explorative learning. Each child enjoys freedom to explore the environment, extend their own play, using the indoor and outdoor curriculum
- the staff are skilled at allowing children to make choices, and follow their curiosity. They allow children space to think, talk, make decisions and explore their thinking. They build warm and trusting relationships with children of all ages.
- the resources are used effectively to offer a challenging, stimulating and fun

curriculum, within which children can independently select, use and access play materials

- the accommodation is used imaginatively to allow children freedom of movement, expression and the space to extend and progress a wide range of skills
- each child is valued as an individual, offered good support, encouragement and praise towards positive choices and achievements.
- parents are regarded as partners in provision of care, their knowledge and opinions are valued and sought, and their contributions valued.

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

- not applicable

#### **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.*

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

### How effective is the nursery education?

Sheffield College Castle Centre provides very good quality provision, offering a welcoming atmosphere where children settle very well.

Children are very confident, eager to learn and access a wide range of challenging, exciting opportunities. They make very good progress towards early learning goals in all areas of learning.

The quality of teaching is very good. Staff are very enthusiastic, working well together to provide a stimulating, interesting curriculum. Planning is very good, with staff effectively challenging children to progress through the stepping stones towards early learning goals. Staff very successfully encourage children to enjoy and extend their own learning.

Behaviour is very good. Staff have high expectations of children's behaviour and manage it very effectively.

Very successful systems are in place to support staff in assessing and integrating children with special educational needs, and children with English as an additional language.

The leadership and management is very good. The success of the setting reflects a strong leadership, shared understanding of good early years practice, and a committed staff team. There is a very high commitment to ongoing staff training and development. The setting is making very good progress towards achieving the Sheffield Kitemark Quality Assurance Scheme.

The Management and staff team have recently introduced a new approach to groupings and planning which has been very effective in increasing opportunities for children.

Partnership with parents is very good. Parents are provided with very good information about the centre and its organisation. Their contributions are welcomed and valued. Parents are offered regular opportunities to look at their children's records and share information about effort, achievement and progress. Parental views reflect a very high level of satisfaction with the service.

### What is being done well?

- Children are very confident, enthusiastic and enjoy learning. They co-operate very well together, build very good relationships with each other and adults, and are able to initiate and progress independent play. They enjoy freedom to play, have fun, choose, explore and investigate.
- Staff skilfully assess and support individual children and offer a wide variety

of exciting challenges to progress their learning towards early learning goals.

- Strong leadership and a committed, enthusiastic and skilled staff team work very effectively together to offer all children a stimulating and achieving environment.
- Staff very successfully work in partnership with parents, school and other childcare providers.

<b>What needs to be improved?</b>
● none identified



<b>What has improved since the last inspection?</b>
Children of all ages have increased opportunities to progress from mark making to independent writing using scheduled one to one and group work activities that incorporate sounding, recognising and practising, letter and word formation.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They are very confident, interested and motivated to learn. They build good relationships with each other and adults. Children are very good at initiating and progressing independent play. Behaviour is very good and children show sensitivity towards the needs of others and consider the effect of their actions. Children are very independent. They demonstrate very good sense of belonging to their nursery group, and are developing interest in others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. They are very articulate and use language to convey meaning, ask questions, listen to each other and extend their own vocabulary. Children of all ages make excellent use of books, independently selecting, sharing and re-telling stories to each other. They are very able mark makers and writers with three year olds regularly making recognisable letters, and some four year olds confidently writing their names from memory.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They see, recognise and enjoy exploring number shape and size, competently solving problems and exploring concepts. Children reliably recognise, record and count number in practical activities. Three year olds reliably count one to five, four year olds progress to reliably counting one to ten and beyond. They are very competent users of every day technology and I.T. programmes to extend mathematical language and solve practical problems

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. They show curiosity, are very good investigators and explorers, and use planned and spontaneous activities to learn. They develop a very good personal awareness of their place in the nursery and of each others lives. They use an extensive range of opportunities to recall and consolidate learning and understanding. Children work very well together to plan and assemble larger projects and models towards an agreed goal.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children make very good progress in this area. They use their bodies very confidently indoors and out to develop physical skills.. Children are very able users of a range of small tools to manipulate materials, and use large equipment to develop balance, strength and larger muscle control. Children develop a very good understanding of how their bodies work, and are able to independently make choices to take care of their physical requirements.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children make very good progress in this area. They express themselves very well, using their imagination through a variety of planned and spontaneous activities to explore colour, shape, texture, music and dance. They enjoy using a variety of materials to make models and role play resources, planning and contributing to group projects. Children explore their own creativity with freedom and use a wide range of opportunities to express themselves..	

<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 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:*

- not applicable

*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.*