



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300738

DfES Number: 535086

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Jill Lee

SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care
Setting Name Sheffield Family Centre Nursery
Setting Address 71 Palgrave Road
Sheffield
South Yorkshire
S5 8GS

REGISTERED PROVIDER DETAILS

Name NCH - Sure Start (Foxhill and Parson Cross) 215301

ORGANISATION DETAILS

Name NCH - Sure Start (Foxhill and Parson Cross)
Address 71 Palgrave Road
Sheffield
South Yorkshire
S5 8GS

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 Palgrave Nursery opened in 2001, and is part of the NCH Sure Start (Foxhill and Parson Cross) initiative in the north of Sheffield. The nursery serves the local area and aims to provide inclusive nursery education and child care for all children.

The nursery is based in two rooms and provides direct access to the large, fully enclosed outdoor play area. There is an adjacent small room, and a fully resourced sensory room, which are used for individual or small group work.

The centre offers ten sessions each week, from 9:00 to 11:30 and from 12:30 to 15:00. Arrangements are made for some children to stay for the full day and lunch is provided.

There are currently 60 children aged from two to five years on roll. This includes 19 funded three year olds and 4 funded four year olds. Children attend for a variety of sessions. There are 5 children with special needs; the nursery does not currently support any children who speak English as an additional language.

The centre also provides a fully resourced crèche room to support training opportunities which are offered to parents within the centre. Additional "wrap around" care sessions, linked to Meynell Nursery School, are available within the nursery on a paid for basis. Holiday play care is offered for children aged two to eight years during the school holidays.

There are currently 6 staff who work directly with children in the nursery, five of whom have an appropriate qualification in Child Care and Education. There is also a qualified crèche coordinator who manages a team of part time crèche workers, mainly local parents, who support crèche activities within the centre. Two staff are currently undertaking formal training programmes. The nursery receives support from a Sure Start community teacher and is undertaking the Sheffield Quality Kitemark, the local quality assurance scheme.

How good is the Day Care?

Palgrave Nursery NCH Sure Start (Foxhill and Parson Cross) provides good quality care for children.

Within the very inclusive and welcoming environment children enjoy well planned and resourced activities. Resources are accessible for children to choose freely, encouraging independence and use of initiative. Both nursery and crèche staff are actively involved in regular planning of activities, evaluation and review of practice. Staff appraisals inform planned access to appropriate training opportunities, reflecting commitment to continuous development and improvement of practice.

Comprehensive policies and procedures are established with regard to all areas of nursery practice, and these are understood and implemented by all staff. Child Protection procedures are robust and effective. High priority is given to children's safety, and staff help children to develop an understanding of risk and safety. Daily routines are flexible and child focussed, encouraging children to develop independence; ways to encourage freer access to the outdoor environment could be explored.

Children are secure within the nursery environment, and are enabled to enjoy both indoors and outdoors with confidence. Staff encourage children to be caring and cooperative, and help them to understand expectations of behaviour. They provide positive role models, and very consistently reinforce positive behaviour; they create a supportive environment, giving lots of praise. Staff know individual children well, and develop warm and trusting relationships with them; they are sensitive to and meet individual needs well, using children's interests very effectively to challenge them and extend their learning.

Staff develop close and effective partnerships with parents, based on helpful sharing of information about each child's individual needs and home background. Information is shared on a daily basis with parents; they are relaxed within the nursery environment and relate well to staff.

What has improved since the last inspection?

not applicable

What is being done well?

- Organisation within the nursery is very good; the imaginatively planned environment encourages children to explore and become fully involved in activities, to use their initiative and develop confidence.
- Resources and materials are accessible for children to select freely to support their own play ideas. Meal and snack times are used very creatively to promote and extend children's learning
- 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.

- Staff recognise children as individuals and meet their differing needs very well; interactions are warm and trusting and significantly enhance all aspects of children's development.
- Staff consistently model and reinforce expected behaviour so that children relate well and begin to understand the consequences of unacceptable behaviour on others.
- Strong emphasis is placed on developing close working relationships with parents, and sharing detailed knowledge about each child's individual needs and family background.

What needs to be improved?

- children's access to the outdoors, so that there is increased opportunity to use the outdoor environment throughout the session
- the way the temperatures are monitored in the new extensions to ensure they are sufficient when those rooms are used by children.

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	Consider ways in which it may be possible for children to access the outdoor environment more freely within the daily sessions.
4	Monitor temperatures in the new extensions, in both the nursery and the creche, to ensure the rooms are suitably warm for children's use.

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

How effective is the nursery education?

Palgrave Nursery NCH Sure Start (Foxhill and Parson) is a community nursery where children enjoy learning. Staff know children very well and effective teaching is helping children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good, particularly management of behaviour and support for children with special needs.

Staff have very good knowledge of the early learning goals; they plan a wide variety of stimulating learning experiences within the well organised and well resourced environment. Children are secure and confident; their enthusiasm and curiosity is promoted well. Staff introduce and re-inforce new words, ideas and concepts; they use open questions well and very effectively create many practical opportunities within the everyday environment to support and consolidate learning, and promote independence. More opportunity within the session for children to return to activities to develop and extend their ideas could further promote challenge.

Staff effectively focus teaching within planned and freely chosen activities. Close daily observation and assessment of children enables staff to identify children's interests, and to ensure excellent support for individual needs.

Staff sensitively model and encourage good behaviour within clearly defined boundaries; children learn to behave very well in response to the high expectations.

Leadership and management is very good; staff work very effectively as a strong and cohesive team within an environment of continuous self-evaluation and review. Staff support and access to training is well planned, and there is clear commitment to improvement of practice.

Partnership with parents is very strong, promoting an inclusive and welcoming environment. Staff get to know families well, and enable parents to understand and share actively in what their child is learning at nursery. Information about children's progress is shared very well.

What is being done well?

- Effective leadership and the clearly defined and shared ethos within the setting motivates staff well, creating a strong sense of community and teamwork. There is clear commitment to reflective practice, and ongoing review and self evaluation.
- Staff know children well and interact very effectively to promote their interest and enthusiasm; they model new language, and use skilful questioning within everyday activities arousing curiosity and creativity.

- The nursery environment, both indoors and out, is very well resourced and organised to promote challenge and develop children's independence; it is child friendly and readily accessible to all children.
- Staff create a very secure environment for children, enabling them to feel confident to use their initiative, explore and take risks; they learn positive ways to manage conflicts independently, and behave very well in response to high expectations from staff.
- Children with special needs are supported very well. The environment is organised and supported effectively to ensure all children are able to participate fully in all activities.
- Partnership with parents is a strength of the nursery; staff ensure parents are well informed about their child's progress and are enabled to become actively involved in their child's learning.

What needs to be improved?

- structure of the session, to enhance children's opportunity to extend their ideas and to complete activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop confidence to use their environment with independence, as they use initiative to select activities in free play, both indoors and out. They enjoy independent and co-operative play, and join in group times with enthusiasm. Their behaviour is very good; they understand expectations, learn to take turns, and develop an awareness of why they need to think about the needs and feelings of others. They learn about being part of a multi cultural community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to share and recall experiences, using correct language and increasing vocabulary. They are supported to become attentive listeners; they enjoy reading books and hearing stories. They are familiar with print and labels in their environment. Children recognise and practice writing their names, and are encouraged to listen to rhymes and begin to link sounds and letters. They use writing in different ways to record their ideas; they make their own books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's understanding of number is developed well in everyday activities. They recognise numbers and use number names accurately up to and beyond ten. They enjoy and are familiar with many number rhymes. They have many practical opportunities to solve problems, and to understand more and less. They use size and positional language with comprehension, and learn about shape and size. They learn about patterns as they match, sort and order.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and interested; they make pulleys and fill skips like the builders. They learn about the natural world, as they plant small trees and make a wormery. They explore freezing, melting, floating and sinking. They build models of their own design, and make a large Chinese dragon copying from pictures. They operate the computer, work the listening centre, take their own photographs. They learn about the lives of others in their community and in the wider world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence as they run fast, throw and kick balls. They control their bodies to use climbing equipment safely, and practise balancing and jumping. They learn about the importance of good hygiene and taking care of their bodies. Children develop fine motor control when they pour their own drinks, use tools to shape and weigh play dough, and enjoy small world play. Older children are able to use cutlery well, and hold a pencil with control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children express their own ideas in painting, small world play, art and craft; stories help to stimulate imaginary play ideas. They see their work valued and displayed creatively. They enjoy songs and action rhymes; they make their own music and listen to music reflecting different moods and from around the world. They express pleasure as they run in the wind, play pretend games, dig in the mud and build a bridge through the puddles.	
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:

- Point for consideration: Consider whether sessions could be organised to allow more flexibility in children's opportunities to return to, extend and complete freely chosen activities.

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.