



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 403682

DfES Number:

### INSPECTION DETAILS

Inspection Date 01/12/2003

Inspector Name Jill Lee

### SETTING DETAILS

Day Care Type Full Day Care

Setting Name Coumes Spring Children's Centre

Setting Address Coumes Spring Centre  
Naylor Road, Oughtibridge  
Sheffield  
S35 0HG

### REGISTERED PROVIDER DETAILS

Name Mrs Julia Patricia Bryan

## 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

Coumes Spring Children's Centre opened in 1996. It serves the local area, and the out of school care supports both Oughtibridge and Wharncliffe Side Schools.

It operates from one main room in a detached single storey building within the grounds of Oughtibridge Primary School. There is also a portacabin immediately adjacent to the main building which provides additional play space and is used for small group activity.

There is direct access from both rooms to fully enclosed and secure outdoor play space, which is used solely by the centre. Children are also able to access the main school playground out of school hours.

There are currently 64 children, aged from two to twelve years, on roll. This includes 13 funded three year olds and nine funded four year olds. Children attend for a variety of sessions. There are four children who have special needs, and currently no children are attending who have English as an additional language.

The centre provides a combination of full day care and holiday play care from 08:00 to 18:00, and before and after school care from 08:00 until 09:00 and from 15:30 until 18:00. Sessions are available throughout the year, except for Bank Holidays.

There are eight staff who work directly with the children, four of whom are part time; of these, three have an appropriate early years qualification, and three are currently on training programmes. Additional training to support staff's ongoing professional development is received both internally and from the local Early Years Partnership. The nursery is undertaking the Sheffield Quality Kitemark, a local quality assurance scheme.

### How good is the Day Care?

Coumes Spring Children's Centre provides good quality care for children.

The centre is very well organised; children are offered varied and stimulating

experiences within well planned activities, using a wide range of imaginative resources. Staff meet together regularly, and staff appraisals inform planned access to appropriate training opportunities, reflecting commitment to continuous improvement. Some amendments to procedures need to be considered.

Comprehensive policies and procedures are in place with regard to all areas of nursery practice, and these are understood and implemented well by all staff. 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.

Children are very secure within the shared nursery and out of school environment; staff expect caring and cooperative behaviour, and older children are encouraged to become aware of the different needs of younger children so that all are enabled to enjoy their experiences at the centre with confidence. Children's behaviour is very good; staff provide positive role models and create a supportive environment, giving lots of praise. Staff know individual children well and are sensitive to individual needs; children with special needs are integrated well into planned centre activities.

Staff develop close and effective relationships 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 about how their child is progressing. Parents 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?**

- Staff work very effectively as a strong team and there is planned access to appropriate training opportunities. They are committed to self evaluation and improvement of practice, and staff are undertaking the local quality assurance scheme.
- Both in the nursery and out of school care, children have well planned access to a wide range of activities and resources, offering varied and stimulating experiences. Children become very involved with and interested in the well planned and resourced themes; their imagination and interest are stimulated well.
- A welcoming and homely environment is created within the centre; staff know children well and interactions are warm and caring. Children behave well; they are confident and develop high self esteem.
- Staff give high priority to children's safety and welfare both inside the nursery and outdoors; they raise children's awareness of risks within the environment well.
- Strong emphasis is placed on the importance of developing close

relationships with parents, and having detailed knowledge about each child's individual needs and family background.

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

- the procedures to maintain accident and incident records, to ensure parent's countersignature is consistently entered
- the Child Protection procedure, to include detail regarding the action to be taken if an allegation is made against a member of staff
- the documentation, to ensure that policies and procedures reflecting current practice are readily accessible for inspection.

#### **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
7	Ensure that procedures requiring parents to countersign accident and incident records are followed.
13	Include within the Child Protection procedure detail regarding the action to be taken if an allegation is made against a member of staff.
14	Ensure that policies and procedures reflecting current practice are readily accessible for inspection, particularly at times when updating and review are occurring.

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

### How effective is the nursery education?

Coumes Spring Children's Centre provides a welcoming environment where children enjoy learning. Effective teaching is helping children to make generally good progress towards the early learning goals. Progress in communication, language and literacy, mathematical, physical and personal, social and emotional development is very good; children are making generally good progress in knowledge and understanding of the world and creative development.

The quality of teaching is generally good with some very good aspects, especially the effectiveness of curriculum planning and management of children's behaviour. Staff's knowledge of the foundation stage enables them to plan varied and stimulating learning experiences each session; however children's opportunity within the daily environment to explore and experiment with different media, tools and materials to express their own ideas, and to design and make their own models, could be increased.

Staff know children very well, and differentiate activities to extend children's learning; assessments could be used more directly to focus teaching within some activities to promote greater challenge.

Staff interact well with the children promoting excellent language skills, and daily routines are used successfully to consolidate mathematical learning. Staff encourage good behaviour, and children become sensitive to the needs of others, encouraged by high expectations and sensitive support.

Leadership and management is very good. Staff work together very effectively as a team. There is well planned access to training opportunities, and clear processes to share, evaluate and develop practice.

Partnership with parents is very good; parents are well informed about the foundation stage curriculum and encouraged to become actively involved in their child's experiences at nursery. Parents are able to access children's records, and information about children's progress is shared well.

### What is being done well?

- Children are confident and secure; they are motivated to learn and try new experiences, and they concentrate well on activities they enjoy. Staff have created a welcoming and child centred environment which promotes children's choices and independence.
- Children are well behaved; their self esteem is high, and they develop caring relationships with each other and staff within the supportive and stimulating learning environment.

- Children's communication and mathematical skills are very well developed; staff use many practical opportunities within the everyday environment to consolidate and extend their knowledge, ideas and interest.
- Staff work effectively as a cohesive team; they are committed to ongoing self evaluation and improvement of practice.
- Parents are well informed about, and are encouraged to be actively involved in, their child's experiences at nursery.

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

- children's free access to tools, resources and materials, to encourage them to express and develop their own ideas in a wider variety of ways;
- the way assessments of children's progress towards the early learning goals, using the stepping stones, help to identify the focus of teaching within activities, to enhance planning for individual children and promote greater challenge.

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

The programme for language and literacy now ensures that, in addition to the broad range of experiences offered, children receive regular opportunities to recognise familiar words, and to associate sounds with words, syllables and patterns in rhymes.

The consistency and organisation of recording systems now allows staff to identify areas of weakness in the provision and in children's attainment quickly and easily. A further change in recording is to be introduced which should ensure clearer use of the stepping stones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children use initiative in selecting activities and resources; they concentrate well and persevere to develop new skills. They participate enthusiastically in group times. Children understand expectations and their behaviour is very good; they listen to others, they take turns and share. They develop confidence; they are able to express their own needs and consider the feelings of others. They enjoy new experiences linking them with the local community and other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact well and share experiences, using correct language to describe and inform; they pretend, recall, negotiate and respond to skilful questioning. They develop reading skills, using books and environmental print for information and enjoyment. They use writing to record and communicate in different ways; they make their own books. They recognise their name, and older children know the name and sound of many letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Daily activities are used very well to consolidate children's learning. They enjoy number rhymes and counting, recognising numbers and using number names accurately up to and beyond ten. They learn to group objects, find totals, to take away and understand more and less. They match, sort, and order, learning about shape and size in everyday practical activities. They use comparative size and positional language with comprehension.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about the natural world; they observe and record changes in their environment. They question how things work as they design and make their own models; they need more opportunity use varied tools and techniques to construct and join materials. They use the computer with skill. They talk confidently about experiences in their own lives, and learn about the lives and cultures of others.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children experiment with movement, race fast around the garden, hop and skip. They practice throwing and catching balls and pedalling bikes. They climb and balance, and use large equipment safely. They develop fine motor control when they paint, practice writing, use cutlery and pour their own drinks, construct and use tools carefully to make models. They understand the importance of good hygiene and taking care of their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children communicate their ideas in role play, collage, model making and movement. They explore paint, dough and clay, and experiment with colours; their work is valued and displayed creatively. They need opportunity to choose and explore a wider variety of media more freely to express their own ideas in everyday play activities. They enjoy songs and action rhymes, dancing and making music with a wide variety of instruments from around the world.	

**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**

- organise the environment so that children have freer opportunities to access a wider variety of tools, resources and materials, encouraging them express and develop their own ideas;
- further develop the way assessments of children's progress towards the early learning goals, using the stepping stones, help to identify the focus of teaching within activities, to enhance planning for individual children and promote greater challenge.

*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.*