



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300884

DfES Number: 530359

INSPECTION DETAILS

Inspection Date 24/06/2004
Inspector Name Geneen Yvonne Hulse

SETTING DETAILS

Day Care Type Out of School Day Care, Creche Day Care, Full Day Care
Setting Name The Little School House Nursery
Setting Address The Little School House
Cobnar Road
Sheffield
S8 8QB

REGISTERED PROVIDER DETAILS

Name Early Years Care Ltd 4401353

ORGANISATION DETAILS

Name Early Years Care Ltd
Address Tree Tops Nursery
119 Psalter Lane
Sheffield
South Yorkshire
S11 8YR

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 Little School House Nursery is a private nursery which opened in 1999 and is part of the Early Years Care Ltd group. It is accommodated in an old converted school house building in the Woodseats area of Sheffield. The nursery offers child care to the local community and surrounding areas.

There are three playrooms and the nursery has all appropriate facilities including toilets, kitchen, office, staff room and storage space. The group has a secure outdoor play area. It provides full day care for up to 53 children aged three months to five years, Monday - Friday 7:30- 18:30, full year offering a variety of sessions within these hours. Grant funded sessions are 8:30-11:00, 11:00- 13:30 and 13:30- 16:00.

They are currently caring for 75 children of which 15 three year olds and 17 four year olds are in receipt of nursery education funding. They offer care to children with special educational needs and have no children for whom English is an additional language at this time.

The nursery has 12 staff working on a full time basis, all staff hold a recognised early years qualification and five are working towards NVQ III qualifications.

How good is the Day Care?

The Little School House Nursery offers good quality care for children. They meet the National Standards in all areas of their work. Children have many opportunities to explore their creativity, develop their imagination and independence. Planning systems are in place to offer children a range of play and learning opportunities, however the organisation of large group times may on occasion limit the older children's choices and their ability to further extend independent play. They are able to explore and use their imagination in a safe and secure environment using a good range of quality resources.

Children's behaviour is good, they are valued and supported in their play and learning. Staff provide good role models using praise and encouragement and

sensitively helping children towards positive choices, behaviours and good social skills. They establish very good relationships with the children and know them well. All children are valued and included and they are encouraged to respect each other.

Parents contributions are welcomed and valued. They receive very good information from the nursery and are offered many opportunities to share information and contribute to their child's experiences.

Staff demonstrate a high level of safety awareness and good practice and talk to the children about keeping safe. Established procedures are reflected in daily practice that promotes good hygiene. The nursery uses positive visual images effectively and a good range resources to support and promote inclusive practice.

There are well organised systems in place to support the effective management and organisation of the nursery and they should continue to access training to keep updated about child protection issues. A range of policies and procedures are in place to support the development of good practice, which are reviewed annually. The staff work well together and share a high commitment to personal, team training and service development.

What has improved since the last inspection?

not applicable

What is being done well?

- A well-balanced, interesting and stimulating curriculum offers children many opportunities to select activities. Themes are followed throughout the nursery to ensure all children are offered a consistent and varied range of experiences. Children are confident, interested and enjoy learning and build good relationships with staff and children.
- Systems are in place to ensure that parents are welcome contributors to their child's experiences and their comments and views are valued. They receive good information about their child's time at nursery and find staff approachable, supportive and happy to discuss concerns and exchange information.
- Effective methods promote good behaviour; staff offer children good role models using praise and encouragement for achievement and attempts, resulting in the children's behaviour being very good and them starting to develop good negotiating skills.

What needs to be improved?

- the organisation of large group times within the routine of the day.
- the continued access to training and updating of staff's knowledge of new legislation and child protection issues

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	reassess the organisation of large group times within the routine of the day.
13	to continue to access training and keep updated on new legislation and child protection issues.

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

How effective is the nursery education?

The Little School House Nursery 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 opportunities. They make very good progress towards early learning goals.

The quality of teaching is very good. Staff very enthusiastically work well together to provide a stimulating, interesting curriculum. Children enjoy exploring and investigating their surroundings. Planning is very good, staff effectively challenge children, however on occasion the routine and organisation of the day can limit children's ability to extend their independent skills. Staff build excellent relationships with children and know them very well. They successfully encourage them to enjoy and extend their own learning and develop very good social skills. Behaviour is very good, staff have high expectations of the children and manage behaviour very effectively, offering positive role models. Staff value and identify the potential of all children and sensitively identifying concerns promoting inclusion. They offer positive visual images and very good support for children with special educational needs.

The leadership and management is very good. The success of the setting reflects a shared understanding of good early years practice by a stable and committed staff team. There is a high commitment to ongoing staff training and development, using regular appraisals to identify individual needs.

Partnership with parents is very good. They receive very good information about the nursery and it's organisation and their contributions are valued. Additional photographic evidence of the early learning goals could be used to inform parents how children learn. Parents are offered regular opportunities to see their children's records and contribute to the life of the nursery. Parental views reflect a very high level of satisfaction with the service.

What is being done well?

- Methods are in place to encourage children to be very confident, enthusiastic and enjoy learning. They enable children to co-operate very well together demonstrating very good turn taking skills, build very good relationships and are able to initiate and progress independent play. Staff help children develop sensitivity and respect for others.
- Interaction with the children is very good. A committed staff team work very effectively together to offer all children a stimulating, supportive and achieving environment.
- Partnership with parents is very good. Communication systems are in place to ensure parents are kept informed and their contributions valued.

What needs to be improved?

- additional opportunities for children to further extend their independence.
- information about the areas of learning displayed for parents

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have continued to build on the planning and assessment systems in place and devised a system that follows the clusters and aspects of the Early Learning Goals. They continue to use good evaluative practice to prioritise and implement the developmental aims of the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, happy, interested and motivated. They initiate and progress independent play. They make very good relationships, express themselves well, talk about their feelings and welcome visitors with confidence. Children are sensitive to the needs of others and help others to achieve tasks at tidy away time. They behave very well, understand routines and respond to boundaries. They demonstrate a very good awareness of their surroundings and sense of belonging to the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident talkers; they are developing language skills and using new vocabulary, listening and respecting contributions of others with interest. Children use language is used to convey meaning, question each other and respond well to use the responses to develop conversations. They can recognise their names or match up initials, listen and retell simple stories with confidence. Children use many practical opportunities to practice and develop their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy and are developing an interest in number, shape and mathematical language. They are able to recognise and count number in practical activities, such as using the computer and building towers of bricks, extending and consolidating their understanding. Children are able to use a wide range of different experiences to learn about number, shape, size and problems solving as a day to day part of the curriculum, playing number games, completing and sequencing using jigsaws.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are very curious, enthusiastic and able to progress their own interests developing an awareness of their place in the world. They are able to extend their own ideas, recall and consolidate their understanding. They confidently explore and investigate their surroundings with enthusiasm. Children talk about changes in the weather and the seasons. Children show enjoyment, interest and enthusiasm in exploring the natural world around them including growth and how things work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around very confidently indoors and out, showing very good self-control, negotiating obstacles and spatial awareness. They use their bodies very well, enjoy running, hopping and balancing and manoeuvre bikes around obstacles. Children handle large and small equipment very well, developing safe use and increasing control with scissors and pencils. They use equipment effectively to undertake and achieve a range of practical tasks indoors and out as part of their day to day routine.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, shape and texture with interest and enthusiasm, expressing their own natural creativity using a wide range of materials. They express themselves very well in planned and spontaneous activities, making models of cars and dancing to music. Role play activities indoors and out allow children to develop storylines using their imagination. Children enthusiastically join in singing, circle games and movement activities, listening to different types of music.

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 weaknesses to report, but consideration should be given to improve the following:
- increased opportunities for the children to further extend their independence.
- the presentation of information about the areas of learning displayed for parents in the entrance.

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.