



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY235677

DfES Number: 535102

INSPECTION DETAILS

Inspection Date	23/11/2004
Inspector Name	Trudy Scott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hamilton House Nursery
Setting Address	41-43 Montgomery Road Sheffield South Yorkshire S7 1LN

REGISTERED PROVIDER DETAILS

Name	The partnership of Hamilton House Nursery
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ORGANISATION DETAILS

Name	Hamilton House Nursery
Address	41-43 Montgomery Road Sheffield South Yorkshire S7 1LN

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

Hamilton House Nursery opened in 2002 and is one of two nurseries owned and run by Mr and Mrs. Kissoondal. The nursery operates from two levels in a detached Victorian building and has a fully enclosed outdoor play area. It is located in the Nether Edge area of Sheffield and serves children and families living locally and in the wider Sheffield area.

The nursery is registered for a maximum of 71 children. Holiday care is available children under eight years. There are currently 107 children under five years on roll. Of these, 43 children receive funding for nursery education. Several children attend who speak English as an additional language. The nursery currently supports a small number of children with special needs.

Times of opening are from 07:30 to 18:00. The nursery opens on Monday to Friday all year round, with the exception of public holidays.

The nursery employs 16 staff. Fourteen of the staff, including the manager, hold appropriate early years qualifications and two are working towards a recognised qualification. The nursery receives support from an early years teacher from the Local Authority and a development worker from the National Day Nurseries Association. Currently the nursery is participating in 'Sheffield Kitemark', a local quality assurance scheme.

How good is the Day Care?

Hamilton House Nursery provides good quality care overall for children under eight years.

The nursery has a strong community feel and provides a warm welcome for children and parents. Organisation and management of the nursery successfully promotes very good teamwork. Staff are enthusiastic and secure in their roles and responsibilities. A comprehensive collection of policies and procedures underpin the day to day running of the nursery, although some paperwork lacks detail. Premises

are well-organised and attractive and include an imaginative outdoor play area. Children are grouped appropriately, according to age and stage of development, in four rooms. Transition between the groups is managed sensitively, in consultation with parents.

High priority is given to safety. Staff consistently follow procedures to keep children safe and well, indoors and outdoors. They actively promote good hygiene practice and encourage children to manage personal hygiene independently. Children enjoy healthy, nutritious snacks and meals throughout the day.

Children enjoy a broad range of interesting activities and stimulating resources to help them make good progress in all areas. Activities for children in the holiday club are well-planned to appeal to older children. Relationships between staff and children are very good. Skilful and sensitive interactions of staff with children effectively promotes self-esteem and very good behaviour. There is a strong commitment to equal opportunities throughout the nursery. Effective procedures are in place to ensure children who speak English as an additional language and children with special needs are well-supported.

Partnership with parents is very good. Good quality information about the child care is provided for parents in many ways. Parents value the approachability and friendliness of the staff. Systems for exchanging information are successful in ensuring children are cared for according to parents' wishes.

What has improved since the last inspection?

not applicable

What is being done well?

- Teamwork is very good. Staff are well-supported with effective induction and appraisal systems and regular team meetings. This ensures they are secure in their roles and responsibilities and have a consistent approach to their work.
- The imaginative outdoor area is well-planned to support children's development in all areas. For example, children explore as nature with the bird feeders and herb garden and play imaginatively as they look at a map and decide where to go on their bikes.
- Comprehensive health and safety procedures are in place. These include constant supervision of children, clear fire safety measures, vigilant monitoring of the secure entry system and risk assessments on all areas of provision and special events.
- Staff and children have very good relationships. Staff interact skilfully and sensitively with children to help them feel good about themselves. They value what children have to contribute, actively listen and give full attention when babies communicate with them. They provide good roles models, which helps children develop good behaviour.

- There is a strong commitment to equal opportunities throughout the nursery. Children are helped to appreciate and value others through nursery activities, for example they receive and send letters to and from children, in different parts of the world, whom the nursery sponsors.

What needs to be improved?

- the accident records to ensure parent's signatures are consistently obtained.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

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.

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
14	Ensure parent signatures are included in all records of accidents to children.

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

How effective is the nursery education?

Hamilton House Nursery provides a happy, secure environment where children enjoy learning and make very good progress towards the early learning goals.

The quality of teaching is very good. Staff's secure knowledge of the early learning goals enables them to plan an effective and appropriate curriculum which engages children and sustains their interests. Good use is made of daily routines and freely chosen activities to develop children's interest and enthusiasm for mathematics. The high priority given to personal, social and emotional development underpins children's learning in all six areas. Staff have very good relationships with children and manage them very well. They successfully engage with children to foster very good communication skills and fully support children with English as an additional language. The environment is well-planned and organised to support children's independent learning, with access to a good variety of stimulating resources.

Staff know individual children well and make good use of observations to plan for their individual learning needs. The assessment system has recently been improved to strengthen the links between assessment and planning. Staff produce clear reports for parents about the children's progress.

Leadership and management are very good. The manager and deputy work effectively with the proprietor to promote an inclusive environment where staff and parents share a positive approach to learning. Clear aims for the children are reflected in the staff's work practice. The setting works co-operatively with relevant childcare professionals and there are successful systems in place to ensure the continuing development of the provision.

Partnership with parents is very good. Parents spend time talking informally with staff and regularly see assessment records. This keeps them informed about their children's progress. They have many opportunities to be involved in the nursery and share in their children's learning.

What is being done well?

- The priority given to personal, social and emotional development gives children a sense of belonging to the setting and helps them gain confidence and enthusiasm for learning. This ensures they participate successfully in self-chosen and focused activities and underpins their learning in all areas.
- Staff successfully engage with all children to help them develop very good communication skills. They speak clearly to children, value what they say and encourage them to contribute in verbal and non-verbal ways. This, together with support from bi-lingual staff, ensures children who speak English as an additional language are fully included.

- The effective inclusion of counting and problem solving in everyday routines and freely chosen activities helps children enjoy number work and develop very good understanding of mathematical concepts. For example children work out how many chairs, knives and forks are needed at lunchtime.
- The environment is well-planned and organised to support children's independent learning. Children choose their activities and select from resources which are easily accessible and constantly available. This gives them the freedom to pursue their interests, knowing they can return or try different activities later.
- Successful systems are in place to ensure the continuing development of the provision. Teaching is regularly monitored by the manager and deputy and ways forward agreed. These include direct support by working alongside staff and many opportunities for further relevant training.
- Parents have many opportunities to be involved in nursery life and share in their children's learning. A regular newsletter contains information about current nursery topics and activities with suggestions for continuing learning at home. for example children are encouraged to take the nursery 'travel bear' on holiday and collect photographs and artefacts from their travels.

What needs to be improved?

- the use of the outdoor environment to further increase children's choice and independence with opportunities to move freely between indoors and outdoors
- the recording of the next steps in children's learning as they are identified, to show more clearly the links between assessment and planning.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, interested and motivated to learn. They operate independently in the environment, showing confidence in selecting activities and perseverance in self-chosen tasks. Behaviour is very good. Children understand boundaries and care for the environment, for example by helping to tidy up. They have very good relationships and show consideration for the needs and views of others. Children have a strong sense of belonging to the nursery and to different communities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good speaking and listening skills. They communicate effectively using facial expression, gestures and spoken words. They use language confidently for many purposes such as asking questions, making their needs known, and initiating conversations. Children participate actively in rhyming activities and enjoy looking at books and sharing stories. They regularly see and attempt writing for different purposes, which effectively supports their development as writers.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show enthusiasm for numbers and counting. They regularly count in daily activities, some count reliably beyond 10. They are learning to recognise numerals displayed in the environment and often choose to play mathematical games. They solve simple number problems in daily routines and are starting to record their work. Children participate in a wide range of focused and self-initiated activities to help them develop a good understanding of space, shape and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all their senses effectively in a range of activities which foster their exploration and investigation skills. They regularly access stools and materials to make and design their own ideas. Children are developing good understanding of technology and operate the computer with varying degrees of skill. Children learn effectively to appreciate similarities and difference in their own community and the wider world in planned topics and everyday activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely, indoors and outdoors, successfully negotiating space and obstacles. They are learning to control their movements effectively as they participate in movement sessions. They show increasing skill sin using a range of large and small equipment and receive appropriate challenge in the outdoor area. Children have a growing awareness of their bodies and of keeping healthy. They engage in many activities to foster very good hand eye co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour in a variety of ways, such as printing, colour mixing and selecting colours for their pictures. They represent their ideas effectively when using media and materials. Children make models, patterns and some paint recognisable figures and objects. They enjoy music sessions and explore sounds when playing instruments. Imaginative play is well-developed as children have good periods of time and access to resources to support and extend their ideas and stories.

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 improving the following:
- consider more flexible use of the outdoor environment to increase opportunities for free movement between indoors and outdoors
- further develop the links between assessment and planning by recording the next steps in children's learning as they are identified.

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.