



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300754

DfES Number: 583144

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Sarah, Louise Gilpin

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bole Hill Nursery
Setting Address 85 Bole Hill Road
Sheffield
South Yorkshire
S6 5DD

REGISTERED PROVIDER DETAILS

Name The Unity Centre Ltd 1790507 515412

ORGANISATION DETAILS

Name The Unity Centre Ltd
Address 85 Bole Hill Road
Sheffield
South Yorkshire
S6 5DD

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

Bole Hill Nursery Day Nursery opened in 1998. It operates from various buildings within the grounds of what was Bole Hill Primary School. The day nursery forms part of the 'Unity Centre' which includes a Health Centre and Cottage Workshops. The nursery serves the local and wider community.

There are currently 127 children from three months to five years on roll. This includes 33 funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. The nursery supports children with special needs and those children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00 hours.

There are 28 part and full time staff work with the children. Most have early years qualifications and others are currently on training programmes. The setting receives support from a qualified teacher from the Early Years Development and Childcare Partnership. The nursery is a member of the National Day Nurseries Association.

How good is the Day Care?

Bole Hill Day Nursery provides good quality care for children aged from birth to five years. The nursery is effectively managed and well organised. There are suitably qualified and experienced staff who provide a warm and welcoming environment for all children. The staff are successfully supported by the management of the setting. Most of the nursery policies and procedures are sufficiently detailed and effectively implemented to assist staff in promoting the safety and well-being of all children. However some documents require additional information.

Staff work in designated areas of the nursery and provide a consistency of care for the children. The setting has effective security systems in place which ensures the safety of children. Children behave well, are praised and encouraged appropriately by the caring and affectionate staff. The care of children under two is very successful

and effective procedures are used to plan for and monitor children's care and learning.

The educational provision of the nursery is very good. Staff successfully use the foundation stage curriculum to plan a broad and balanced range of activities that ensures children are interested and motivated to learn. The planning is supported by good quality resources that are organised to provide opportunities for children to choose for themselves.

There is a successful partnership with parents and carers. They are kept informed about the nursery through a regular newsletter and have easy access to the nursery policies which are displayed in all areas of the nursery. Daily diary sheets are completed by staff to ensure parents know about their child's achievements and the days events. The children are cared for according to their parents wishes.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The well organised and supportive management team compliment the staff and assist in providing a safe and secure environment for the children.
- The nursery is maintained to a high standard and is enhanced by displays of children's work and the carefully selected resources which support children's learning.
- Children's physical play is extended by the excellent soft play facilities.
- The care and education of the children is very good and children make effective progress towards the early learning goals.
- The parents receive good quality information which keeps them appropriately informed about their children's achievements and progress.
- Children's safety is given high priority for example the setting has good security systems.

What needs to be improved?

- the detail of some documentation.

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	Review the recordings of accidents to include all relevant details.
12	Update the written statement that provides details of the procedure to be followed by parents if they have a complaint, which includes the contact details of the regulatory authority (Ofsted).
13	Review the child protection procedure to ensure it complies with local Area Child Protection Committee (ACPC) procedures, and contains the procedures to follow if allegations are made against a staff member

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

How effective is the nursery education?

Bole Hill Nursery provides a stimulating environment for children who as a result make very good progress towards the early learning goals across all six areas of learning.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the early learning goals, they are beginning to build successfully on what children know when planning activities, although this is in the early stages of development. The staff plan a variety of practical activities and understand what children can learn from them. They build warm relationships with the children, who as a result are confident and secure. They effectively support children who speak English as an additional language (EAL) and there is suitable provision for children with special needs. The successful use of time and resources effectively promotes children's learning throughout the nursery day.

The leadership and management of the nursery is very good. The manager is relatively new to the setting and is committed to providing good quality care and education for all children who attend the nursery. She is supported well in this aim by the deputy manager. The manager is able to recognise the strengths and areas for development in the setting and views the inspection process positively. The management team support staff in caring for the children and provide opportunities through appraisal and training for professional development. The well organised policies and procedures are implemented effectively to support children's learning.

The partnership with parents is very good. They comment positively about the nursery environment and the provision for their children. Parents are provided with a good level of quality information about the setting. The displays of plans for children are informative and provide opportunities for parents to be involved in their children's learning. Systems are in place to ensure parents regularly receive information about their children's progress.

What is being done well?

- Staff work well as a team to provide an interesting range of activities, good role models and a harmonious working environment for all children
- Children are very confident, sociable and have warm relationships with each other and the staff
- Leadership is strong and regular training opportunities support an already committed staff team
- Staff provide a child centred environment which challenges the children and allows them to build on what they know
- The children's use of language is very good which is aided by staff during

conversations and good quality interactions

- Children's successful progress towards the early learning goals demonstrates staff's sound understanding of how children learn

What needs to be improved?

- children's opportunities to use musical instruments
- the use of assessment information.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have developed a deeper understanding of mathematics and as a result children are making very good progress in this area. Parents now receive a wealth of information about the six areas of learning. In addition resources of the nursery have been extended to include a good range of equipment which promotes children's awareness of the multi-cultural society.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, they enjoy new experiences and are motivated to learn, especially when working directly with staff. They take pride in what they can do and build warm friendships with their peers. Children are very independent in their play seeking support and guidance as appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good communication skills, they use language well to negotiate with staff and their peers. Children use their own experiences and thematic input to effectively extend their role-play activities. They demonstrate an enjoyment of books and they concentrate well during group story sessions. Children are successfully engaging in activities that develops their hand-eye coordination.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are interested in numbers and they use number names in their play. They are beginning to develop skills in practical maths and the older children enjoy activities such as weighing and measuring. Children have a good knowledge of shapes and can name many two dimensional shapes, such as square and triangle.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have well developed skills when using information technology equipment, they use the mouse to click and drag with increasing ease. They enjoy opportunities to talk about home, family and those around them when giving news each day. Children can describe changes in their local environment such as the weather.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very well developed physical skills, they can confidently use a wide range of large and small equipment, for example the in house soft play equipment. They enjoy many activities that promotes their growing hand-eye co-ordination, such as throwing and catching footballs. Children show an awareness of healthy practices such as exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy regular opportunities to explore their own creativity through access to a well resourced creative workshop. They use their own experiences to develop a story during role-play activities, the older and more able children use thematic input and resources to play for extensive periods. Children have built a repertoire of songs and participate well in singing activities, although children have limited access to musical instruments.

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 further consideration should be given to improving the following:
- Continue to develop how you use the assessment information gathered when planning for children.
- Improve children's opportunities to access musical instruments.

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.