



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 403676**

**DfES Number: 518654**

### **INSPECTION DETAILS**

Inspection Date      31/03/2004  
Inspector Name      Trudy Scott

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Children 1st @ Breedon House  
Setting Address      Breedon House Nurseries  
                                 39 Scotland Street  
                                 Sheffield  
                                 South Yorkshire  
                                 S3 7BS

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Margaret Mason

## 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

Children First @ Breedon House, Sheffield opened in 1996 and is part of the Children First Nursery Chain. It operates from a large building on two floors, close to Sheffield city centre. There are three fully enclosed outdoor play areas. The nursery serves children and families in Sheffield and the surrounding areas. In addition to full day care, the nursery also provides holiday care for a small number of children up to the age of 14 years. Forty nursery places are reserved for the children of staff of HSBC Bank.

There are currently 180 children from three months to under five years on roll. This includes 37 funded three year olds and 25 funded four year olds. Children attend for a variety of sessions. A small number of children attend who speak English as an additional language. Currently there are no children with special needs attending.

The nursery opens on Monday to Friday, with the exception of public holidays and the week between Christmas and Easter. Times of opening are from 07:30 to 18:00.

Thirty staff work with the children. Twenty four staff have early years qualifications and six are working towards a recognised early years qualification. The setting is a member of the National Day Nurseries Association and has achieved the accreditation award, 'Quality Counts'. The setting has also achieved the Investors in People award and is an approved early years training centre.

### How good is the Day Care?

Children First @ Breedon House, Sheffield, provides good quality care overall for children aged nought to eight years.

Organisation and management of the setting is effective in promoting very good teamwork. Staff are well-supported with effective induction and appraisal systems and regular team meetings. The successful achievement of the Quality Counts and Investors in People awards, together with regular training opportunities for staff, reflect the commitment to continuous development and improvement.

The environment is well-organised into units for children under two and a half years and children over two and a half years. Children are grouped appropriately within each unit, with separate rooms for the younger children, according to age and stage of development. Transition between the groups is managed sensitively in consultation with parents. Attractive, well-maintained premises and homely areas with soft furnishings contribute to the warm, welcoming feel of the nursery.

High priority is given to health and safety. Comprehensive policies, designed to keep children safe and well, are consistently followed. Meal and snack times are pleasant, social occasions where children enjoy a variety of healthy foods.

Relationships between staff and children are very good. Children are happy, secure, confident and well-behaved. Imaginative and stimulating activities and resources are provided for children in all age groups. Children receive appropriate outdoor experiences and there are plans in place to further develop this area of provision. There is a strong commitment to equal opportunities throughout the nursery. Procedures are in place to ensure children with special needs are well-supported. Holiday care offers interesting and fun activities and outings for older children.

Partnership with parents and carers is very good. Successful systems for exchanging information ensure parents are well-informed and fully involved in the care of their children.

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

not applicable

#### **What is being done well?**

- Teamwork is very good. A comprehensive collection of policies and procedures and effective induction and appraisal systems ensure staff fully understand and carry out their roles and responsibilities. Staff are highly motivated and enthusiastic. There is little staff turnover which helps promote stability for the children.
- Health and safety has a high priority. Effective safety measures include regular risk assessments on all areas of provision, procedures for keeping children safe outside and a secure, controlled entry system. Children are helped to develop safe practice, for example when climbing stairs or using scissors through discussion, explanation and reinforcement.
- Meal and snack times are very enjoyable occasions. Children are encouraged to feed and serve themselves where possible, giving them choice and control. Staff use opportunities at meal times to encourage conversation and introduce children to different tastes.
- Imaginative and stimulating resources are provided for children in all age groups. These include a very good collection of sensory materials for younger children, extensive creative materials, a good variety of toys and materials with positive images of diversity and many resources, such as computers and tape recorders, to introduce children to technology.

- There is a strong emphasis on equal opportunities. Staff talk and listen to children, encourage them to try new activities and use praise effectively to help them feel good about themselves. Children learn to appreciate and value difference in daily activities and planned topics.

**An aspect of outstanding practice:**

Successful systems for sharing information with parents include the excellent use of photographs to show how children spend their time in nursery and the progress they make. Photographs are included in children's development records with observations on what the children are doing and learning. Photographs are also taken daily with a digital camera and displayed on a monitor in the reception area. This provides a good insight into nursery life and helps reassure parents who may be worried about how their children settle.

**What needs to be improved?**

- the further development of the outdoor area to enhance play opportunities for the 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	Further develop the outdoor play area to enhance play opportunities for children.

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

### How effective is the nursery education?

Children First @ Breedon House, Sheffield, provides a happy, stimulating and 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. They have a very good understanding of how children learn through a balanced range of focused and freely chosen activities and make good use of daily routines to support children's learning. Staff know the children well and use the knowledge to adapt activities and provide challenge for more able children. Informative records of assessment show how individual children learn and the progress they are making and will be further enhanced by recording the next steps in individual children's learning. The high priority given to children's personal, social and emotional development underpins children's learning in all areas. Behaviour of the children is excellent and reflects the high expectations of staff. The nursery is well organised to enable children to move around confidently and access a good variety of stimulating resources to support their independent learning. Children with English as an additional language or with special needs are well supported.

Leadership and management is very good. Strong leadership and clear aims promote a welcoming and inclusive environment in which children, parents and staff share a positive approach to learning. Staff are well supported with effective induction and appraisal systems and access to on-going training. Evaluation and review systems are successful in ensuring the continuous improvement and development of the nursery.

Partnership with parents is very good. Parents receive good quality information, about the childcare and how children learn, in a variety of ways. Parents are confident in approaching staff and have many opportunities to be involved in their children's learning.

### What is being done well?

- Personal, social and emotional development has high priority in the curriculum and underpins children's learning in all areas. This leads to children being confident, independent, enthusiastic and self-motivated. Their excellent behaviour reflects the high expectations of staff.
- Staff's secure knowledge of the early learning goals and regular access to relevant training enables them to plan an effective and appropriate curriculum which engages children and sustains their interest.
- Daily routines and activities are used successfully to support children's learning in all areas, particularly in helping them develop an interest in

number problems and in increasing their appreciation and understanding of different communities and the wider world.

- Strong leadership effectively promotes a welcoming and inclusive environment in which children, parents and staff share a positive approach to learning. Methods to ensure the clear aims are reflected in practice include regular team meetings and senior staff working alongside staff to provide support.
- Good quality information for parents, such as clear assessments records containing photographs and observations, and opportunities for parents to share what they know about their children, including daily discussions and parents evening, effectively contribute to the very good partnership with parents.

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

- the recording of the next steps in individual children's learning as they are identified.

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

Two points for consideration were identified at the last inspection.

The first was to include samples of children's work in development files. A good variety of children's work is now dated and included in individual assessment folders. This clearly shows progression and contributes to the very good information parents receive about how their children learn.

The second point for consideration was to develop ways for parents to contribute what they know about their children. Parents have many opportunities to share information, including daily discussions with staff and contributing their knowledge to the records of children's progress. Parent partnership is a strength of the nursery.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, enthusiastic and self-motivated. They use the whole environment confidently and show independence in selecting activities and managing their personal needs. They are developing good concentration skills. Behaviour is excellent. Children are considerate of the needs of others, share, co-operate and take turns. They are learning to care for themselves and the environment. Relationships with staff and with each other are very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good speaking and listening skills. They use language well for a variety of different purposes such as initiating conversation, making their needs known, recalling and predicting. They enjoy rhyming activities and are learning to link sounds and letters. Children enjoy an increasing range of books and recognise some familiar words. Children regularly see and practice writing for different purposes, which effectively supports their development as writers.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and in counting, many children count correctly beyond 10. They recognise numerals and use numbers in their play. They practice addition and subtraction and solve simple problems in daily routines, such as working out how many plates are needed at lunch time. Children are developing a very good awareness of space, shape and measure in focused and freely chosen activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children regularly observe, explore and investigate in well planned activities. They have many opportunities to practice design and making skills and use a variety of tools and materials successfully. Children operate computers and programmable equipment with skill and confidence. They show a sense of time when they remember and talk about past events. They learn effectively about their own community and the wider world in daily activities and planned topics.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently and safely in the indoor and outdoor environment, successfully negotiating space and obstacles and show respect for the personal space of others. Children use a range of large and small equipment with increasing control. They are developing a good awareness of their own bodily needs and of keeping healthy. They successfully engage in a range of activities to develop good hand eye co-ordination and use small tools, such as scissors and woodwork tools, safely.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore colour effectively in a range of ways. They regularly use a variety of media and materials, such as clay, collage and junk modelling materials, to explore texture, shape and form. Children's drawings are well-advanced. Imaginative play is well-developed. Children enjoy music and often sing spontaneously in their play. They learn successfully using all their senses and show enthusiasm in a variety of ways using language, facial expression and body movements.

**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 key issues to report, but consideration should be given to improving the following:
- the recording of 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.*