



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300918

DfES Number: 521846

INSPECTION DETAILS

Inspection Date 03/06/2003
Inspector Name Trudy Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Steps Community Nursery
Setting Address Paces Centre
Packhorse Lane, High Green
Sheffield
S35 3HY

REGISTERED PROVIDER DETAILS

Name The Committee of Steps Community Nursery

ORGANISATION DETAILS

Name Steps Community Nursery
Address Paces Centre
Packhorse Lane, High Green
Sheffield
S35 3HY

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

Steps Community Nursery opened in 1998. It operates from the Paces centre in High Green, to the north of Sheffield, and serves the local community and surrounding areas. Paces Centre also houses a centre for conductive education and other community facilities. Children are cared for in four rooms and are grouped according to age. A fully enclosed area is available for outdoor play.

Registration is for 55 children under five years. There are currently 116 children on roll, aged between six months and five years. This includes 40 funded three year olds and 22 funded four year olds. Five children have special needs, two of whom are funded. Currently no children attend who speak English as an additional language.

The nursery opens for 50 weeks a year, on weekdays, between 8:00 and 18:00.

Sixteen staff work with the children. Fifteen have early years qualifications. The nursery receives support from the Community Childcare Network and the Pre-School Learning Alliance. Training courses are accessed through the Early Years Development and Childcare Partnership. The nursery is currently participating in Sheffield Kitemark, a quality assurance scheme.

How good is the Day Care?

Steps Community Nursery provides good quality care overall for children aged nought to five years.

Teamwork is very good with effective systems in place, such as regular staff meetings and induction training, to ensure staff have a consistent approach to their work. The participation of the nursery in the Kitemark Quality Assurance Scheme together with an ongoing training plan reflects the commitment to continuous development and improvement. A comprehensive collection of policies and procedures underpin the day to day running of the nursery, although not all necessary detail is included.

Clear safety procedures, consistently followed by staff, are in place to keep children safe and well. Children are helped to develop an awareness of risk through discussion and explanation and they move safely around the building, both inside and outside.

The organisation of the under two's room is good with provision for children to eat, sleep, rest and play independently, in comfort and safety. The grouping of children from two to five years into three rooms for children of similar ages enables staff to provide a variety of age appropriate activities. A good collection of interesting toys and play materials is used. Children are happy in nursery, they enjoy their play and relate well to other children and to adults. Appropriate strategies are in place for managing children's behaviour and behaviour is excellent. Children with special needs are very well supported.

Relationships with parents are good. Parents receive a variety of good quality information about the nursery in a booklet and on the notice board. Verbal information about what the children have been doing is shared informally on a daily basis.

What has improved since the last inspection?

The nursery child protection policy has been reviewed and now reflects the guidance in the Area Child Protection Committee Procedures.

A risk assessment has been conducted on the potential hazard posed to children by the stone pillars and low level tables in the outdoor play area. To minimise the risk of accidents, children are taught safe practice when using equipment, follow safety 'rules' and are constantly supervised by staff.

What is being done well?

- Teamwork is very good. Staff are well supported by the manager and senior nursery nurse with effective systems for induction, appraisal and regular staff meetings. (Standard 2)
- Children interact very well with each other. They play co-operatively throughout the day and show care and concern for others. (Standards 3 and 9)
- A good variety of interesting resources, such as a globe, tropical fruit and an extensive range of books, are used with the children. Children are successfully stimulated and enjoy their play.
- (Standard 5)
- Provision for children under two is good. They have space to explore and investigate independently in a safe, secure environment. (Standards 3 and 4)
- Children with special needs are well supported. Individual education plans are developed with parents and other professionals and are used effectively to help meet individual children's needs. (Standard 10)

What needs to be improved?

- the daily attendance registers to include times of arrival and departure of children (Standard 2)
- the complaint procedure to include the role of Ofsted (Standard 12)

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
2	record times of arrival and departure of children in daily registers
12	include the role of Ofsted in the complaints procedure

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

How effective is the nursery education?

Steps Nursery provides a secure and happy environment where children make generally good progress towards the early learning goals. They make very good progress in mathematical, creative and personal, social and emotional development and in communication, language and literacy and knowledge and understanding of the world. Generally good progress is made in physical development.

The quality of teaching is generally good with some very good aspects. Staff have a good awareness of how children learn and plan a range of stimulating activities. High expectations for good behaviour are reflected in the excellent behaviour of the children. They successfully engage with the children to help them develop very good speaking and listening skills. Use of the indoor environment is planned effectively to ensure children can access a balanced curriculum. Generally good physical play opportunities are planned, although there are limited opportunities for children to gain increasing control by regularly using small equipment and constructing with large materials. Effective systems are in place to assess children's progress and plan for individual children's learning. Support for children with special needs is very good.

Leadership and management of the setting is generally good. The manager and senior nursery nurse have a strong partnership with defined roles and responsibilities. Staff training needs are clearly identified and staff have attended a range of appropriate training courses. Monthly meetings help identify areas for improvement, however this has not yet been effective in establishing a system for sharing children's development records with parents.

Partnership with parents is generally good. Parents receive a variety of good quality information about nursery although this doesn't include information about the children's development records. Parents are successfully encouraged to join in nursery activities and are invited to an annual open evening.

What is being done well?

- Personal, social and emotional behaviour is very good. Behaviour of the children is excellent and responds to the high expectations of staff. Children are considerate of others and co-operate, share and take turns.
- Children have very good speaking and listen skills. They use language confidently to develop their relationships with each other and with adults. This is reflected in the co-operative and well developed play of the children.
- Children are effectively learning to count and successfully solve simple mathematical problems in daily routines and focused activities.
- Good use of the local environment and a variety of well planned activities effectively help children learn about their own community and the wider

world.

- Staff have very good relationships with the children. They know the children well and successfully use open ended questions and prompts to introduce new ideas and challenge children's thinking.

What needs to be improved?

- opportunities for children to develop increasing control by constructing with large materials and using small equipment such as balls and hoops
- the systems for sharing records of children's development with parents

What has improved since the last inspection?

opportunities for children to explore and select materials and use skills in joining, folding and building

children's skills in using tools and materials, such as scissors and sticky tape, to design and make their own models

opportunities for children to climb with increasing skill

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Progress is very good. Children manage their own needs independently and move confidently around the room. They have very good relationships with each other and work well in groups. Behaviour is excellent and responds to the high expectations of staff. Children co-operate, share and take turns. They have a strong sense of belonging to different communities and talk enthusiastically about home and nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Progress is very good. Children have very good speaking and listening skills. They contribute well in group time and listen quietly when others speak. They use language confidently to interact with each other and with adults. They enjoy participating in familiar rhymes and songs, looking at books and sharing stories. They are developing a good awareness of print and engage effectively in a variety of activities which help them develop good writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Progress is very good. Children regularly count in daily activities, several count beyond 10, and are learning to recognise written numerals. Children solve simple problems in daily routines such as working out how many chairs are needed at snack time. They participate in a variety of focused and freely chosen activities to help them develop a good understanding of space, shape and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Progress is very good. Children are effectively learning about their own environment and the wider world through a variety of well planned activities. A wide range of materials and tools are provided to help them develop very good skills in designing and making. Children have regular access to computers and use them skilfully and independently. They are learning to appreciate different backgrounds and lifestyles in planned topics.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Progress is generally good. Children use the indoor and outdoor space well. They successfully negotiate obstacles and show consideration for the personal space of others. Hand eye co-ordination is effectively nurtured through using a good range of small tools and equipment. Opportunities to construct with large materials and develop increasing control with equipment such as balls and hoops are limited.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Progress is very good. Children explore colour in a variety of ways such as colour mixing, printing and finger painting. They develop their own ideas by regularly using a good range of tools, textures and materials. They respond to new experiences with enthusiasm, using their whole bodies. They jump, clap and shout when excited and show displeasure by their facial expressions. Children play imaginatively and co-operatively in well developed role play.

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

- provide opportunities for children to develop increasing control by constructing with large materials and using small equipment such as balls and hoops
- establish a system for sharing records of children's development with parents

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.