

Sidcop Road Community Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sidcop Road Community Nursery has been operating since 2002. It is managed by Sidcop Road community group. The group is managed by a voluntary management committee. It is situated within Sidcop Road Community Centre in Cudworth, Barnsley, South Yorkshire. The children have access to three playrooms, toilet facilities and an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is registered to care for a maximum of 41 children under the age of eight years. There are currently 49 children on roll who attend for a variety of sessions. The setting opens Monday to Friday from 7.30 am to 6pm throughout the year. The nursery is in receipt of funding to provide free early education for children. The nursery supports children who have special educational needs and/or disabilities and those children learning English as an additional language.

A team of eight staff work directly with the children. Of these, six hold level three qualifications, one member of staff holds a level two qualification and one member of staff is unqualified. The nursery coordinator holds a level six qualification. The setting receives support from staff employed by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated staff team have the skills and enthusiasm to sustain continuous improvement within the setting. They work hard to provide an inclusive environment, which effectively supports the children's individual care, learning and play needs. A key strength of the setting is the progress children make in communication and the effort that is placed on supporting them to become inquisitive learners. The children show a very strong sense of belonging. They make highly positive relationships and show excellent co-operation skills.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase opportunities for parents to add to the children's observations and plans for the next steps in their learning and development
- develop systems to include the views of parents and carers in the process of self-evaluation and in making important decisions about the provision.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures and knowledgeable staff help to ensure that children's welfare is safeguarded. Risk assessments of the premises, and frequent audits of accidents help to maximise children's safety and minimise hazards. In addition the highly attentive staff, who have all attended safeguarding training, supervise the children effectively. They have a secure knowledge and understanding of the indicators of child abuse and neglect. This ensures that any worries about the children's welfare are prioritised and reported to the relevant local child protection agencies without delay.

The nursery is safe, secure and welcoming. Staff are deployed effectively and their positive interactions help children to make good progress in relation to their starting points. Good quality resources are used effectively to support learning both indoors and outdoor. Inclusive practice is carefully considered and positive steps are taken to help children value diversity. Similarly, good procedures are in place for identifying children's individual requirements. They effectively organise the environment and plan activities to address unique needs of the children, often working in partnership with other professionals.

The nursery staff are currently working closely with the local authority and other providers of the Early Years Foundation Stage to support children's transitions between settings. They also have a positive attitude towards building and sustaining positive parental engagement. Parents are informed of nursery events and they are encouraged to share information that supports staff to meet children's physical and emotional needs. Likewise, there are some appropriate strategies in place to help parents support children's learning at home but methods of encouraging parents to contribute to their children's records and make plans for their next steps are not deeply rooted in practice for every child.

The staff are keen to make improvements to the setting and any identified weaknesses are reviewed in order to enhance the provision. However, self-evaluation is not consistently used to make well-targeted plans for the future and discover where they are gaps in the provision. In addition, self-evaluation is not extended to incorporate the views of parents and children.

The quality and standards of the early years provision and outcomes for children

The children are very happy and settled within the nursery. They benefit from a broad range of activities, which support learning across the breadth of the early year curriculum. Observations are made to illustrate the progress that children make and staff have recently reviewed the planning and assessment to ensure that they are able to identify next steps in children's learning.

The indoor environment is well organised and conducive to learning, while the

outdoor environment provides the children with opportunities to explore in different ways on a larger scale. The children are able to make independent choices and staff assist children to enjoy a balance of adult-led and child-initiated activities. A key strength of the setting is the intuitive approach that staff have to supporting and challenging the children's thinking. They ask open-ended questions, which encourage the children to communicate their thoughts and ideas. This supports the children to consider the consequences to their actions and seek creative resolves to problems.

The children are developing outstanding skills for the future. They sustain attentive listening at group times, make up their stories during pretend play and respond with enjoyment to stories and songs. They skilfully use language during play and confidently initiate conversations with others which helps them to build relationships. The younger children use different media and materials to make marks, while the older children write their own names and link letters and sounds; this aids their transition to school. Problem solving, reasoning and numeracy takes place during many activities both indoors and outdoors. The children count and sequence, and work with shape and measures. This supports the children to become familiar with mathematical language and develop an interest in numbers and calculating through enjoyable practical activities. Computers and electronic games are used effectively support the children's learning and illustrate the use of technology in everyday lives.

Within the nursery the children show extremely high levels of confidence. Their contributions are valued and they work exceptionally well, independently and with their peers. They show some excellent negotiation and co-operation skills, such as taking turns with the bikes and serving each other snacks. Children show a good understanding of diversity. They engage in a good range of activities, such as learning Makaton, dressing up, reading stories and learning about different religions, cultural traditions and celebrations.

The children are secure in the setting and demonstrate a good understanding of safety issues through their play. They confidently recognise dangers and take action to keep themselves safe. The children enjoy physical exercise and develop an excellent understanding of keeping healthy. For example, they grow fresh produce, visit the nursery allotment and enjoy stories, such as about a hungry caterpillar, which are used to help children differentiate between healthy and unhealthy food types. In addition, the children have excellent self-help skills and attend to their own personal care with confidence. Overall, the children demonstrate a strong sense of achievement, and staff work hard to develop children's self-esteem and confidence to explore and learn through play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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