

Little Saints Nursery

Inspection report for early years provision

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300901

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17/05/2011

Inspector

Tara Street

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

Little Saints Nursery is a community based charitable nursery, which is managed by a committee of parents, representatives of the school and other interested people. It was registered in 2001 and operates from the old caretaker's house in the grounds of Totley All Saints Primary School in the Totley area of Sheffield. Children are cared for in two playrooms on the ground and first floor of the building. They have access to a secure enclosed outdoor play area. A maximum of 24 children aged from two to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 8am to 3.20pm term time only. A breakfast club is available from 8am to 8.50am. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 75 children on roll. Of these 71 are under eight years and of these 62 are within the early years age range. Of these, 53 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, including the managers, who work directly with the children. Of these, two hold Qualified Teacher Status, one holds a qualification at level 4 in early years, five hold a qualification at level 3 in early years, one of whom is currently working towards a foundation degree and one holds a qualification at level 2 in early years and is currently working towards a qualification at level 3. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well and receive a good level of care in this welcoming and inclusive environment, because the staff work closely with individual children and their families. All children make good progress in their learning and development. Overall, they enjoy a wide range of play opportunities, both in and outdoors, supported by competent, knowledgeable and caring staff. Most records, policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The staff team are ambitious and work hard to continuously improve in order to further enhance the play and learning opportunities for children. This is supported by excellent partnerships, both with parents, carers and other early years professionals.

What steps need to be taken to improve provision further?

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

- review procedures to ensure a written record of the risk assessment relating to outings is in place, with particular regard to taking children to school
- enhance children experience by linking the indoor and outdoor environments where possible so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Children are well-protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. The setting has robust recruitment and vetting procedures in place to ensure staff are and continue to be suitable for their roles. Regular risk assessments ensure hazards are effectively reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. However, although staff review the risks before each type of outing a written record is not in place in relation to the procedure for taking children to school. Due to staff's good supervision and clear knowledge and understanding of the associated risks the impact on children's safety is minimal.

Staff follow a detailed self-evaluation process and involve parents and carers. This informs the setting's action plan for improvement and results in ongoing development of provision and outcomes for children. Staff are keen to increase their professional qualifications as well as undertake short courses to increase their knowledge and understanding of current practices; this is a key strength of the setting. A good equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background. Staff are effectively deployed within the setting which is well organised and resourced.

The setting has developed excellent partnerships, with parents and carers, other childcare providers and external agencies that support children with special educational needs and/or disabilities and those who speak English as an additional language. Parents and carers are positively encouraged to take a fully active part in setting's life. For example, they are invited to regular open evenings to meet the key person for their child and to look at their individual photo record. An 'At Home' book is used to share children's ongoing progress and parents and carers are actively encouraged to add comments and photographs of special events or achievements. The staff work extensively with childminders, local schools and support services, to help children reach their full potential and ease important transitions in their young lives. For example, the setting routinely shares key person reviews and records where children attend more than one setting.

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

Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result children show care and concern for each other and the environment and form good relationships with staff and other children. Planning systems are very clear and detailed to provide a varied range of play opportunities for children. For example, children eagerly participate in an interactive pirate game and use a variety of coloured shapes to create a dinosaur whilst discussing whether it's a herbivore or a carnivore. Good consideration is given to children's interests as well as their stage of development. Detailed and useful records of children's progress are used very well by staff. As a result all children are given effective support to enable them to make good progress in their learning and development.

Children use their imagination well. They access a wide range of art and collage materials and enjoy opportunities to explore natural materials such as leaves, conkers, feathers and shells. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a good range of resources gives positive images of themselves or diversity within society. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. They enjoy stories such as 'The dirty great dinosaur', and listen avidly when they are read by staff, joining in with discussions about the different characters. They are well supported to mark make and have access to a good variety of crayons, chalks and paint, which develops their early writing skills. Such skills ensure they are well prepared for their future success.

Children's good health and well-being is effectively promoted. They thoroughly enjoy outdoor play and show skill as they climb, slide, crawl and balance on small gym equipment. However, opportunities to enhance children's experience by regularly linking the indoor and outdoor environments so that children can move freely between them are not always maximised. Children use tools with skill and are aware of hazards as they build with wooden bricks or play with sand. All of the required information is captured regarding children's health and dietary needs and a healthy snack is available to promote children's understanding of healthy eating.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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

Met