

# The Little School House Nursery

Inspection report for early years provision

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**Unique reference number** 300884  
**Inspection date** 20/10/2011  
**Inspector** Tara Street

**Setting address** The Little School House, Cobnar Road, Sheffield, S8 8QB

**Telephone number** 0114 2359993

**Email**

**Type of setting** Childcare - Non-Domestic

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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

The Little School House Nursery is part of a group of six nurseries owned and managed by Early Years Care Limited. It was registered in 1999 and operates from an old converted school house building in the Woodseats area of Sheffield. The nursery has three playrooms over two floors which are accessed by a flight of stairs. Children have access to a secure enclosed outdoor play area. A maximum of 62 children aged under eight years may attend the nursery at any one time, and of these, not more than 18 may be under two years of age. The nursery currently takes children from six weeks to five years of age. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 60 children on roll who are all within the early years age range. Of these, 24 are in receipt of funding for early education. The nursery supports children who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, including the manager, who work directly with the children. Of these, seven hold a qualification at level 3 in early years and three are currently working towards a level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and make good progress towards the early learning goals because the staff take the time to get to know the children and their families well. Clear and effective systems are implemented to ensure that any individual needs are met. The premises are welcoming and together with a wide range of carefully chosen resources and activities provide a stimulating learning environment in most areas for children. All the essential documentation needed to promote children's safety and welfare is in place and is well maintained. Partnerships with parents and carers are good and overall information is shared effectively. The management and staff team work well together to identify and plan future improvements and are committed to enhancing outcomes for children.

## What steps need to be taken to improve provision further?

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

- enhance children's experience further by planning an outdoor environment that is rich in signs, symbols, notices, numbers and words that take into account their differing interests
- develop further ways to involve parents and carers as part of the ongoing

- observation and assessment process
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them.

## **The effectiveness of leadership and management of the early years provision**

Well-written and detailed policies and procedures promote children's welfare and safety. The staff are fully aware of their responsibilities and there is a very positive team spirit. Detailed risk assessments are carried out to ensure that children are safe in all areas of the nursery. The staff follow well-established daily routines to keep the nursery clean and hygienic. There are effective safeguarding procedures in place for identifying any child at risk of harm. This ensures that staff act in the best interests of children if they have concerns about their welfare. There are robust recruitment and vetting procedures in place to ensure that all staff are checked through the Criminal Records Bureau.

The nursery management continually monitor the provision and often work directly with the children and staff, providing good role models and ensuring successful teamwork. Systems of self-evaluation and action plans are well targeted to improve outcomes for children. Consequently, the capacity to make ongoing improvements is strong. Resources and play materials are plentiful and varied, promoting all areas of learning well. A good equality and diversity policy outlines a commitment to promoting inclusive practice. As a result the knowledgeable staff team recognise, and are sensitive of children's individual needs. Appropriate systems are in place ready to support children with special educational needs and/or disabilities.

Babies and young children experience effective and supportive procedures to settle them in successfully and the information collected from parents and carers contributes to personalised individual learning plans. Children benefit from the good relationships between the nursery staff and their parents and carers. Conversations with parents on a daily basis are complemented by information on notice boards, regular newsletters and six monthly progress reports. In addition parents and carers with children in the baby and toddler rooms also receive daily care sheets. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are less well developed. Good links have been developed with other early years providers and professionals to ensure that there are smooth transitions into full-time education.

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

Children and babies are happy and make very friendly relationships with staff and each other. They are polite and learn to listen attentively to instructions. The staff are calm and encouraging. They relate well to each child by understanding their characters and ensuring any additional support is offered for any difficulties

children encounter. Children receive regular praise for effort and achievement, which helps boost their self-esteem. They are eager to help the staff and take on responsibilities as helpers, for example, by working together to tidy toys away before group time activities and outside play.

Detailed planning documents cover the six areas of learning well and ongoing observations undertaken by the staff enable them to record children's achievements and progress. There is a good balance of adult-led and child-chosen activities, and this is very beneficial to the children. However, the range of signs, symbols, notices, numbers and words in the outdoor environment that take into account children's differing interests are less well developed. Children communicate confidently, using language well to share their ideas and needs. They are capably developing problem solving, numeracy and literacy skills. Comfortable areas are provided where children can listen to stories or look at books for pleasure and they confidently link sounds to letters. Children are confident to investigate and try new things. For example, they work out how to connect different sections of pipe using shaped joints before challenging each other to see who can make the tallest structure. Children's creativity is effectively supported through good access to a range of role play equipment, construction toys and to a wide range of art materials, such as chinks, sand, water and collage resources. Babies and toddlers are offered a wide range of sensory and tactile experiences so that they can explore and make sense of objects in their own time and in their own way. For example, babies enjoy exploring shredded paper, corn flour mixture and custard. As a result children are developing good skills for the future. 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. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality.

Children have a good understanding of a healthy lifestyle. They have healthy appetites as they eat wholesome freshly cooked meals and snacks. Staff are well aware of any allergies or special dietary requirements to meet individual children's needs. Effective personal hygiene routines are adopted and children are full of energy; they know exercise is good for them and relish the opportunity to play outdoors. Staff ensure that drinking water is always accessible so that children do not become thirsty or dehydrated. Nappy changing and toilet training is sensitively undertaken to preserve children's dignity. Babies and children sleep peacefully and undisturbed in a cool and comfortable environment. Children learn to keep themselves safe when they practise fire drills so that they can swiftly evacuate the premises in an emergency.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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