

# Early Days Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	300738
<b>Inspection date</b>	21/11/2011
<b>Inspector</b>	Diane Turner

<b>Setting address</b>	71 Palgrave Road, Sheffield, South Yorkshire, S5 8GS
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<b>Telephone number</b>	0114 250 3060
<b>Email</b>	nessfpc@nch.org.uk
<b>Type of setting</b>	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**

Early Days Children's Centre Nursery opened in 2006 and forms part of the core offer available to children and families accessing the centre. The centre has charity status with Action for Children being the main accountable body. Action for Children holds management responsibility and accountability of services on offer, with Sheffield City Council being the main commissioning body. The centre is situated within a residential estate in Sheffield. The nursery has use of three rooms and children are grouped according to age and developmental stages of ability. Each room has direct access to an enclosed outdoor play area, with a separate area for younger children. There is also a sensory room available which the nursery children can use. Opening times are from 8am to 3.30pm, Monday to Friday for 48 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for 68 children under eight years at any one time, with no more than 20 under the age of two years. It is also registered on the voluntary part of the Childcare Register. There are currently 68 children on roll in the early years age group and they attend for various times and sessions. There are 11 staff members within the early years team, nine of whom work directly with the children. All staff have a minimum of a level 3 qualification, with four also holding a qualification at level 5 and two at level 6. The setting receives support from the local authority Quality Improvement Officers and holds the Sheffield Quality Charter Mark.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are cared for in a vibrant, highly inclusive and very welcoming environment where their learning and development is supported in a highly effective manner through an extensive range of exciting and innovative activities. Excellent partnership working between the setting, parents and other providers and agencies ensure children's individual needs are meticulously met and their protection assured. The leadership and management of the setting and the capacity for sustained improvement are outstanding. Ongoing self-evaluation is given the highest priority, with all staff, parents and children playing a full and active part in the process. This results in a service that is highly responsive to the needs of all its service users and ensures the outcomes for children and their families are continually enhanced to the highest standards.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the opportunities for children to work in small groups to

support the language and communication skills of those who may be experiencing difficulties in this area.

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

The nursery's arrangements for safeguarding children are impeccable. Staff at all levels have a comprehensive understanding of child protection issues because they receive ongoing and in-depth training and they consistently implement policies and procedures to ensure the nursery operates to high levels of safety and efficiency. Robust and extensive systems are in place for the recruitment and vetting of any new staff, for their induction and to ensure their continuing suitability. The leadership and management of the setting is excellent. The manager has an extremely clear vision of what it is she wants to achieve for the nursery and is highly successful in inspiring the dedicated staff team to work towards meeting and sustaining ambitious targets. Staff morale is very high and members are very keen to discuss the support they receive in terms of their professional development, stating this is second to none. Self-evaluation is rigorous and is achieved in many ways. For example, a highly detailed formal assessment is undertaken on all areas which is continually reviewed and updated and research topics are regularly conducted on particular aspects of the service. The findings from these, alongside the views of parents and children, obtained through discussion, and questionnaires are critically analysed and any areas for improvement addressed immediately. Parents are kept fully informed of all aspects of the process. Detailed evidence supports the numerous improvement made since the last inspection and the very positive impact this has had on the outcomes for children.

The provision of well-organised play rooms and an abundance of vibrant displays provides an environment that is highly conducive to children's learning. Resources and equipment are of high quality and are readily accessible to children in all areas to promote choice and independence. Promoting equality and diversity is at the heart of everything the nursery does and is fully embedded. Staff have an exceptional knowledge of each child's background and needs and the support for those who may have special educational needs and/or disabilities or use English as an additional language is excellent. For example, signing, pictorial resources and key words in the children's first language are used as a matter of course by both staff and the children to aid communication. High priority is given to enabling the children to fully embrace the cultures and beliefs of others, with an array of activities offered to celebrate festivals, such as Eid and Diwali, and the children's own traditions, such as Bonfire night.

The nursery is highly committed to working in partnership with others to ensure a comprehensive shared approach to the children's care and learning. The reciprocal sharing of information with other early years settings the children also attend is excellent as are the transition arrangements for when children move on to school, with innovative ideas being used to make this a pleasant experience for them. For example, staff enable the children to compile an 'All about me box' with their parents which is shared with the foundation stage teachers on their visit to the

nursery and then taken to the school so children have something familiar to focus on during their first day of attendance.

The nursery works tirelessly in establishing and maintaining excellent relationships with all parents. They receive comprehensive information when the placement begins and on an ongoing basis through discussion at home visits, displays and newsletters, all of which leaves them in no doubt as to how the service operates. Parents are fully involved in all aspects of the children's learning. For example, regular parent conferences enable them to discuss their children's progress and the provision of a library, activity sacks and stay and play sessions offer guidance and information about precise ways in which they can support their children's learning at home. Parents are keen to express their absolute satisfaction of the service, commenting on how staff are highly dedicated and make their children feel special.

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

Children in the nursery are very happy, extremely confident and completely at home in their environment. They have excellent relationships with the adults caring for them and feel very secure and at ease. This is very evident as the older ones readily discuss what it is they like about coming to nursery and how the staff are very kind to them. Staff have an excellent understanding of how children learn and develop and plan an extensive range of very good quality play opportunities to develop children's emotional, social, physical and intellectual capabilities. These are based around children's individual interests which makes them feel nurtured and valued. The staff's very enthusiastic approach inspires the children to take part in the activities and their skilful interaction and use of open-ended questions challenges and extends the children's learning further.

Assessment procedures to monitor children's progress are rigorous and their achievements are meticulously recorded. Each child has an individual learning journey and these, alongside ongoing monitoring systems, demonstrate that the children are making very good progress given their age, ability and starting points. Children very confidently take the lead in their own learning and demonstrate that they are highly motivated and that they have very high levels of self-esteem. For example, they very keenly show staff the robots they have made from recyclable resources. Their exclamations of 'Look what I've made' are acknowledged by staff with genuine interest and an abundance of praise. The children behave in an exemplary manner and show high levels of independence. For example, they use the sand timer without question to ensure more popular activities are used fairly. The older children use knives very safely to cut up their own fruit and they serve their own food at lunch, after which they clear away their own plate and wash out their empty yogurt pot before putting this in the recycling bin.

Children skilfully use an abundance of mark-making equipment which is well placed all around the nursery. For example, they draw directional arrows for their remote-controlled toys to follow and clearly describe how they are drawing a recognisable picture of a horse. They become captivated as they draw long lines and large

circles on pieces of paper on the wall with crayons attached to canes. The younger children delight in creating pictures using glue and glitter and they become fully immersed as they explore interactive toys and the texture and smells of vegetables. For example, they show awe and wonder as items, such as leeks, become smaller as they strip away the layers. Staff constantly talk to the children to promote their conversation. As a result, the majority of children are extremely confident in describing their own experiences and forthcoming events. For example, the youngest ones excitedly talk about their weekly visits from the 'music man', confidently describing the instruments he brings. The older children delight in discussing and demonstrating the songs they will be performing at their nativity, showing that they take their responsibility very seriously. Staff have started to offer small group activities focused on supporting children with specific speech and language difficulties but these are not fully embedded.

The outdoor environment provides children with an abundance of opportunities for physical play. For example, they skilfully negotiate a pathway as they ride wheeled toys, very confidently run up and down the hill and skilfully construct their own balancing equipment from resources, such as crates and planks of wood. The children delight in recreating the story of 'The three billy goats gruff' using a bridge, and they show they are developing very good control of their small muscles as they use bats and balls. Children are offered an excellent range of activities to help them develop an understanding of the importance of eating healthily. They grow a wide range of vegetables in the garden which are harvested and used in the nursery meals, and photographs show their delight as they take part in cookery workshops with their parents. The children consistently and independently wash their hands before eating and after personal care and they willingly impart their knowledge of why this is important.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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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