

# Fairmount Nursery (Clarkehouse)

Inspection report for early years provision

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<b>Unique reference number</b>	300827
<b>Inspection date</b>	14/02/2012
<b>Inspector</b>	Yvonne Layton

<b>Setting address</b>	5 Clarkehouse Road, SHEFFIELD, S10 2LA
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<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

Fairmount Nursery (Clarkehouse) is owned and managed by Fairmount Nursery Limited and opened in 1998. It operates from a detached building close to local hospitals and the university in Sheffield, South Yorkshire. The nursery serves the local and wider area. Upper rooms to the nursery are accessed by stairs. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm and children attend for a variety of sessions. A maximum of 75 children may attend the nursery at any one time. There are currently 115 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They provide funded early education for three- and four-year-olds. The group supports children who speak English as an additional language.

The nursery employs 24 members of child care staff. All of whom hold appropriate early years qualifications, seven at level 2 and 17 at level 3 or above. One member of staff is working towards an early years degree and one holds an early years degree and is currently working towards professional status. The setting receives support from a teacher from the local authority. Children can access lessons from a teacher for French and drama.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their development and overall staff are skilled in promoting effective learning. Children's welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted. Links with parents are effective and liaison with other providers is sound. Effective systems are in place to ensure the development of the quality of the setting and to maintain continuous improvement.

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

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

- develop further the balance of adult-led and child-initiated activities with particular regard to consolidating staff knowledge of following children's lead, interests and ideas into expanded themed and related activities and extending spontaneous activities
- support further the balance of adult-led and child-initiated activities with particular reference to developing the variety of free-choice resources available for mark-making, natural and creative activities and reappraise the quality of the book corners.

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

Children are well protected as there are clear, detailed safeguarding procedures and staff have a good understanding of their responsibilities in protecting children. The setting has effective security protocols both for accessing the setting and the collection of children. Detailed risk assessments and daily checks are carried out in all areas. Safety is a high priority of the setting including safety equipment, routines and effective fire evacuation procedures. All required policies, procedures and records are in place and carefully maintained. Ongoing efficient systems ensure staff are suitable for their role and they are clear about their day to day responsibilities.

Children's learning is successfully promoted as the staff have a good knowledge of the Early Years Foundation Stage framework. Planning and assessments systems are focussed on individual children's learning and development. Observations of the children's progress are used to inform planning. All areas of learning are addressed within the planning. However, some resources offered for activities such as those based on natural substances, mark-making and art and craft are somewhat restricted and the book corners require attention to make sure they provide a fully stimulating experience. Children are enabled to self-select some activities. However, generally the concept of child-initiated and child-led activities is not fully implemented. There are some lost opportunities to provide extra challenge to children's thinking and stretch their learning. Staff engage the children in rich conversations and enable them to share their own thoughts and ideas. However, these ideas are usually included in the future planning rather than following through their ideas with workable activities whilst they are still fresh. With spontaneous play staff give them some ideas to extend their play. However, they are not completely confident in enhancing children's spontaneous play by offering extra resources. Children's transitions between school are supported well. Links with other services and agencies are effective with two-way working partnerships.

Inclusive practice and equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. The nursery is proactive in promoting diversity through activities, posters, photographs and resources.

Partnerships with parents and carers are secure and enhance continuity of care and learning. Staff gather valuable information from parents at the start and ongoing during the placement. Written and verbal information is provided daily about the care and learning of the children. Nursery activities are shared with the parents via a 'Let's play at home' activity and parents observations are integrated into the children's assessments. They have access to the nursery policies and an extremely wide range of information folders and displays that detail many varied aspects of children's care, health and learning. Questionnaires and a suggestion box are used to obtain parents' views.

Children's learning and welfare is promoted well as there is a commitment to develop all aspects of the setting. Staff at all levels engage in evaluation and reflection of their practice and their ideas are encouraged and supported. Their individual skills are respected and valued.

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

Children are happy and settled at the nursery. The learning environment overall effectively supports children's progress towards the early learning goals. Staff are warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives. Their communication skills are enhanced by the wide use of signing and pictorial aids. A very strong sense of self and belonging is promoted throughout the setting. The nursery has an extensive variety of photographs of the children undertaking activities and brought from home both in books and on display. This is enhanced by themed activities such as a 'Family Trees' and 'Memory Books'. Older children complete a 'This is me' picture of themselves at regular intervals which is displayed in sequence so they can identify with themselves. This is also to monitor their progress. Self-esteem is promoted by a 'Star of the Week' where children are rewarded for social and learning achievements. Activities and creative projects include national and international celebrations.

Children are learning good social skills as they behave appropriately for their age. They are learning to share and cooperate with each other and respond well to the settings behaviour rules. Part of the daily plan includes activities which focus on a specific area of learning such as number and calculation supported by planned and spontaneous activities. For example, children walk around the area looking for numbers which they photograph and use for a number display. At group time number rhymes and recognition are promoted. Toddlers engage in simple counting activities with staff and all children routinely use counting. They see their names in print and phonics are used throughout the setting.

Visitors to the nursery and visits to the local and surrounding area extend children's learning about their world and community. They visit the local church, gardens and parks. They take letters to the post office and visit a local cafe. Babies enjoy feeding the ducks in the park. Visits by the police and fire service increase their understanding of the emergency services and promote safety.

Children's understanding of nature is promoted as they learn about the natural world through a range of activities including visits to a museum and watching caterpillars turn into butterflies. They find use leaves in art and craft. Babies and toddlers explore texture and touch as they use natural and home-made resources.

All children are actively involved in both planned and spontaneous role play, circle time, stories and rhymes. They have the opportunity to undertake a wide variety of creative activities.

Strong relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities such as safely using the stairs and road safety on outings. Good hygiene practices across the provision help to minimise the risk of spreading infection. Physical skills, confidence and well-being are enhanced as the children enjoy outside play and activities. This includes dance and movement sessions and baby yoga and massage. Throughout related activities staff talk to the children about self-care. Healthy living is promoted in the nursery such as through a recipe of the month display and specific themed activities and topics such as 'Dump the Dummy'.

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