

Mazehill Nursery and Pre-School

Inspection report for early years provision

Unique reference number EY365933
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Inspector Yvonne Victoria Facey

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Type of setting Childcare - Non-Domestic

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.

Description of the setting

Mazehill nursery opened in 2008 and operates from one purpose built unit and an adjacent converted building in Chapeltown, Sheffield. The nursery is privately owned by 1st Safari Day Nurseries Limited, who also operate two other childcare settings. A maximum of 83 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 for 52 weeks of the year. All children have access to enclosed outdoor play areas. There are currently 89 children aged from birth to under five years on roll. Children come from the local and wider communities and attend for a variety of sessions. The nursery employs 11 qualified staff, including the manager, who all hold appropriate early years qualifications. In addition, the nursery employs two nursery assistants; one of whom is qualified to NVQ level 2. The other nursery assistant is working towards NVQ level 2. The setting also employs a cook. The setting receives support from the local authority. The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. There is a positive attitude towards the continued development of the provision, and good systems are in place to identify areas for further improvement and the strengths of the provision. The learning and development requirements are understood and staff are aware of their responsibilities of providing all aspects of the requirements. However, systems are at an early stage and as a result observations, assessments and planning are not fully effective to promote all children's learning. Staff work closely with parents and form good relationships and share details about their care.

What steps need to be taken to improve provision further?

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

- develop a two-way flow of information shared about children's learning with other early years providers and parents
- continue to explore ways to link the indoor and outdoor environments
- continue to improve observations, assessments and planning and extend activities to consider boys and girls learning.

The leadership and management of the early years provision

The enthusiastic and well organised manager is committed to working well with the staff so that the provision operates smoothly. All the records, policies and procedures necessary to ensure the children's welfare and safety are in place and are implemented effectively. There are effective systems in place to monitor and evaluate the quality and effectiveness of the provision that are realistic. For example, detailed action plans for each room and self evaluation both focus on

areas for improvement. Staff undertake training to develop their knowledge and skills, and further training has been identified through appraisals. For example most staff have completed first aid training and safeguarding training has been organised. There are robust systems in place for ensuring staff working with children are suitable to do so, and they are appropriately qualified.

There is a sound partnership between staff and parents, and they talk about the children daily and share details in their children's day books. However, there are no systems in place to encourage parents to be involved in children's learning. In addition systems are not yet in place to work with other Early Years providers. Children are cared for in a clean and healthy environment where suitable hygiene routines are followed by the staff and children help to prevent cross infection.

The quality and standards of the early years provision

The children take part in a wide range of activities which support all areas of their development suitably. As a result children make satisfactory progress. Children relate well to others, sharing and taking turns. They behave well and are praised and supported by staff for their achievements, consequently children develop good self-esteem. The staff create an attractive environment for the children with displays and resources that children can self select. Children have opportunities for exercise and use suitable equipment, such as bikes, dancing and visits to the park. However, the outdoor play is not planned as part of children's learning and children cannot choose between indoor and outdoor play. Children enjoy making choices about their own play do and they readily explore their environment. However, on some occasions the routines of the day and staff's direction interrupts these choices and restricts children's play.

Children show enthusiasm and delight in new experiences and are eager to share their experiences. For example, they spend time digging in the garden looking for worms for the new wormary they have made. Children's creative development is suitably promoted as they dress up during role play and use musical instruments. They are beginning to sound out and recognise letters and enjoy singing. Babies become aware of themselves and explore their senses, as they look at themselves in the low mirrors and play with the sensory box and treasure basket. They are developing good relationships with their peers. For example, babies laugh together as they play 'Hidey boo'. Children problem solving and numeracy skills are developing well. They use number language, such as 'more' and 'a lot' and talk about the shapes of everyday objects.

Staff know the children well. They have begun to use observations and assessments and link them to planning. In addition they have begun to monitor and record children's progress to help identify the next steps in each child's learning. However, due to the fact that these process are in their infancy, there are some gaps in the systems to ensure all children are making good progress over time. Staff are aware of the importance of inclusive practice and recognise that children learn differently. Although, this is not effectively included in planning such as considering boys and girls when planning activities. Overall children are safe

and happy at the nursery, and staff and managers are committed to providing a positive environment where children can develop and learn new skills.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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