

Fairmount Nursery and Pre-School (Hackenthorpe)

Inspection report for early years provision

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Inspector	Yvonne Layton

Setting address	Fairmount Nursery Ltd, Fairmount, 2a Sheffield Road, Hackenthorpe, SHEFFIELD, S12 4LT
Telephone number	0114 2510788
Email	fairmount1@btconnect.com
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*.

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Description of the setting

Fairmount Nursery (Hackenthorpe) was registered in 1995. It is owned and managed by Fairmount Nursery Limited and operates from a detached, two-storey building with a fully enclosed outdoor play area in Hackenthorpe, Sheffield in South Yorkshire. The nursery serves the local and surrounding area. There are rooms on the first floor which are used by the children and are accessed by stairs.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 58 children may attend the nursery at any one time. There are currently 66 children attending who are within the early years age range. The nursery is registered on the Early Years Register and provides funded early education for three- and four-year-olds. They are part of a pilot to fund two-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and are working towards a qualification at level 3. There are 10 staff who hold a qualification at level 3, one of whom is working towards a qualification at level 4. There are two staff working towards an Early Years Foundation Degree. The setting receives support from a teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the nursery. Overall, they make good progress in their learning and development and their welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted and children's needs effectively met. Links with parents and the liaison with other providers are effective. Proactive reflection and evaluation of all aspects of the setting ensure there is commitment to developing the quality of the setting and to drive and 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 good planning by extending the creation of a stimulating environment that offers a range of activities which will encourage children's interest and curiosity with particular regard to the outdoor environment
- enhance the stimulating environment in which creativity, originality and expressiveness are valued by providing further opportunities to extend children's ideas and respond to events in their lives and by making sure all

media and materials fully support their curiosity, exploration and play.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a strong understanding of safeguarding procedures and know when to take action to safeguard children in their care. Children are protected as the premises are secure and staff supervise the children at all times. The nursery has effective recruitment procedures in place and clear systems to ensure the ongoing suitability of staff. Staff are clear about their roles and responsibilities. Detailed risk assessments are carried out to minimise any hazards and provide a safe environment. All required documentation is in place and maintained well.

The staff have a good knowledge of the Statutory Framework for the Early Years Foundation Stage and the nursery has effective tracking systems in place to ascertain children's progress and individual development. The planning of activities is based on children's progress and interests supported by a mix of adult-led, themed and child-led activities. The nursery has started to successfully implement child-initiated activities and continuous learning provision. However, opportunities to fully develop and extend children's ideas and events in their lives are not maximised. Displays of children's work and age-appropriate resources create a child-friendly environment. Children are encouraged to express themselves freely in art and craft through a range of planned and spontaneous activities. However, there are some lost opportunities to stimulate their curiosity, exploration and play to the uppermost extent as some pencil crayons, dressing up clothes and dolls are not presented to fully encourage children's engagement. The selection of resources for box modelling does not contain enough variety. Children's experience is potentially affected as the outdoor environment is not fully developed. For example, currently the outdoor space and resources are not fully utilised. Children have access to spades but there is not an appropriate digging area and children cannot confidently handle some wheeled toys.

A key person is allocated to each family to aid communication between parents and enable close bonds to form with children. Parents receive a good level of information about the setting. They contribute relevant information to enable staff to care for children according to individual needs and in line with parents' wishes. Staff make themselves available to feed back to parents each day and written communication about the care and daily experience of children is completed. A rich range of parent information boards and files that cover all aspects of children's care and learning enhance partnerships with parents. Parents are also encouraged to complete home observations aiding continuity of children's learning. Systems to support those learning English as an additional language and who have special educational needs and/or disabilities are sound. Visual aids and signs and symbols are used to help children understand the routines. Staff learn some key words in the children's home language to help individuals settle. Links with local schools to support a smooth transition as children move on in their education are in place.

The management has a clear sense of purpose. They evaluate, review and reflect

on practice effectively. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up-to-date with changes and are continually improving their skills for the benefit of the children. Together the staff team identify strengths and areas for development to bring about improvements.

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

Good relationships are evident between the staff and children. Throughout the nursery children are settled and warmly cared for. For example, as they receive appropriate cuddles by staff helping them to feel safe and secure. Interactions are positive, with staff using positive praise and encouraging children to think for themselves by posing challenging questions. Children develop a sense of belonging as they see a wide range of displays and photographs of themselves and their artwork displayed. Routines are used to support children's independence skills for example, older children are encouraged to serve their own meals and put on their own coats.

Behaviour is good in the setting. Children begin to understand the need to share and take turns appropriately supported by staff. The 'Star of the Week' is used to celebrate positive behaviour and achievement. Visitors to the setting and trips out in the local area provide opportunities for children to develop awareness of the world around them. This includes visits from the police and fire service and outings to the post office to post letters. All children are starting to develop their awareness of diversity through activities and resources. This is enhanced by the monthly recipe, a wide selection of specific family and feelings books and activities, such as, a hand painting of a dragon for Chinese New Year.

Good methods are used to encourage children to adopt healthy lifestyles. All children follow effective hygiene routines including regular hand washing before meals. This is further supported by routine reminder photographs throughout the nursery. Children's understanding of dental care is enhanced, for example, by a local dentist providing toothbrushes and toothpaste for them to use. Throughout the nursery, healthy living is reinforced through displays. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors, including walks in the local area and accessing the nearby field. Children routinely enjoy action rhymes and physical education sessions. External providers present a weekly drama and movement session which also helps promote children's physical development.

Children develop their imagination as they take part in treasure hunts and make dens. A love of books is promoted by a story of the week and regular visits by the library bus. They develop skills for the future through the range of activities. Older children begin to explore technology using a computer with simple programmes, whilst babies enjoy musical toys and show pleasure as they press buttons or create a sound with the rattles. Simple mathematical and scientific concepts are introduced during activities. The children make boats and take them to the sand and water to see if they float. Staff then extend this activity by encouraging them to select other items for the experiment, such as corks. Colour, number and name

recognition is promoted well throughout the setting. Toddlers engage in a simple counting activity with staff and all children routinely see their names in print. Their language skills are developing as staff engage in play with the children and take time to listen to them.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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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