

Sheffield Childrens Centre Ltd

Inspection report for early years provision

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16/03/2012

Inspector

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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 nursery is part of the registered charity Sheffield Children's Centre Limited. It was established in 1985 and moved to these premises in 1993. The setting serves both the local and wider communities.

The nursery operates from a single storey building, incorporating play rooms, training room, parents' room, meeting room, out of school care, kitchen and staff facilities. The nursery has access to all of Sheffield Children's Centre facilities including an outdoor play area, an adventure play area and a games area. It also has access to off site facilities such as a film production unit, drama and dance facilities, as well as, Forest School facilities. The Children's Centre also has facilities such as a breast feeding room. There is also an enclosed area for outdoor play. The setting is open from 7am to 7pm each weekday throughout the year.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is registered to care for 54 children from birth to five years and 32 children aged five to eight years. A maximum of 86 children aged under eight years may attend the nursery at any one time. There are currently 107 children on roll of these 20 are in receipt of funding for early education. There is provision for children with disabilities and learning difficulties and for children for whom English is an additional language. The Sheffield Children's Centre is an Early Support Operational Centre with which the nursery works alongside.

The nursery employs 17 staff, which includes four managers. All hold a minimum of level 3 childcare qualification and others are on training programmes. Two staff have achieved Early Years Professional Status, three members of staff hold Qualified Teacher Status and two members of staff hold a degree in Early Years and Children's Services. There are also two members of staff who are qualified social workers and two who hold Montessori teaching qualifications. Four members of staff hold Foundation Degrees in Playwork and one member of staff holds a Diploma in Higher Education in Playwork. A number of staff hold higher level management qualifications, as well as, degrees or qualifications in health and social care. The setting has close links with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff welcome children and their families into the setting extremely warmly. They are cared for in a vibrant, extremely welcoming environment where their uniqueness is truly valued. The children's individuality is recognised and acknowledged and they benefit from feeling safe and have secure, trusting relationships with staff. Relationships with parents and others are excellent and children flourish in the care of enthusiastic staff who share best practice and participate in a wide range of training opportunities.

What steps need to be taken to improve provision further?

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

- improve nappy changing facilities to reduce and prevent the risk of cross infection

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding children. Excellent systems are in place to ensure the premises remain secure at all times. An intercom system is used and children are only collected by those authorised to do so. Staff have comprehensive knowledge on safeguarding issues. They have an excellent understanding of their responsibilities, in regards to child protection issues. All staff attend safeguarding training and are aware of the procedures to follow and who to contact in the event of a safeguarding issue. They have robust background checks and are suitable to work with children. This means that children are safe and secure while in the setting. Children are further protected through the use of a visitor record in the reception area.

The leadership and management of the nursery are strong and the managers have a clear vision of how they want the nursery to move forward. The Ofsted self-evaluation form is used effectively and staff contribute towards the evaluation process. The managers and staff are very aware of their strengths and areas for development. They consider ways to improve their provision for the children through setting appropriate targets and finding new ways to support children's development. They seek comments from parents as part of their evaluation of practice to enable them to identify any areas for improvement. Regular staff meetings and appraisals are used extremely effectively to discuss working practice, share ideas and training experiences, and this contributes to continuous improvement.

The nursery has developed strong relationships with other professionals, such as, teachers, development workers, health visitors and social workers to ensure they continue to meet each child's individual needs effectively. They take part in a range of initiatives to support children's individual needs and those of vulnerable children. Partnership with parents and carers is excellent and extremely effective. They are involved in all aspects of the setting through highly inclusive procedures. Staff have excellent relationships with all the parents and are meticulous in promoting a shared approach to the children's care and learning. Parents speak very highly about the welcome they receive and are keen to express their absolute satisfaction about the standard of the provision and support they receive. The highly inclusive systems of communication result in strong levels of engagement with the setting's work. Parents are invited into the setting to join their children in storytelling, drama productions and celebration events. This widens children's

experiences and supports their personal, social and emotional development, helping to raise their self-esteem and sense of belonging. Celebration events are planned on a regular basis, with staff, children and families enthusiastically taking part and volunteering their skills. Inclusive practice is promoted very effectively through an environment that reflects the wider world and the children's own communities through photographs, books, posters and role-play equipment and activities. The setting places high priority on promoting equality and diversity. Excellent systems are in place to support children with English as an additional language. For example, dual language books, as well as, staff who speak a range of languages support children's developing language skills. This supports children's individual needs but also supports a sense of security and belonging, enabling children to make as much progress as possible.

Written policies and procedures are in place and include procedures to be followed in the event of lost or uncollected children and safeguarding. However, these are not always user friendly and some tend to be very lengthy.

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

The children are cared for in two rooms which have quiet rooms adjacent to them for story and singing sessions. There is also a separate room for babies and under children aged under two years. The rooms are thoughtfully laid out and children can access a wide range of resources which support all areas of learning and development. All children, including babies, make good progress in relation to their starting points. They participate in a wide range of activities and have many opportunities to initiate their own play. For example, children paint outdoors after selecting a selection of paint, brushes and rollers that are all placed in a box and carried outside. They choose where to paint and what they want to use from an extensive range of creative resources. Children squirt paint onto the floor outside, use large brushes to spread the paint, add more colours and discuss how colours change and what colour it might turn into. Glitter paint is added and children pour water on to see how it changes their artwork. Their work is valued, displayed and photos are used to show their experience and enjoyment of activities.

The outdoor area is extremely well resourced and imaginatively laid out, with children's learning imaginatively planned for. For example, a construction area has been arranged with road barriers and drain pipes which support children's experiences of the real world. Labelling with pictures and words supports children's awareness of print in the environment. Areas with natural dens built from wicker allow children to explore and investigate. A garden area for growing fruit and vegetables helps to develop children's understanding of the food chain. Visits to a local allotment further promote children's experiences. Children are active and understand the benefits of physical activity. Free flow play is fully integrated as children choose where they want to play. A separate sensory room is situated within the main room and children have open access to this, they enjoy watching the colours change, twinkling lights and items which offer tactile discrimination. There is also a separate sensory area with tactile objects, sparkly fabrics and a

hoop has been suspended. It is used to hang aromatherapy bags on, which the children make using items which stimulate senses.

Good health and well-being is promoted effectively. For example, parents are provided with information about the procedures to follow in regard to illness, infection and the administration of medication. However, the changing mats used in the children's toilets are split, which does not allow for thorough cleaning in between nappy changes. Therefore, this does not effectively reduce and prevent the risk of cross infection.

Children are extremely secure and have developed a strong sense of belonging to the setting. Their personal, social and emotional development is extremely well supported. For example, a large cuddly toy rabbit called Henrietta sits on a sofa in the book area. She is used as a prop during storytelling and children take turns to take her home and on their return they share their experiences of where they have been. Children enjoy their learning and adults give excellent support and encouragement appropriate to each child's age and stage of development. They enjoy extremely good relationships with adults and talk confidently about what they are doing. Children are skilfully supported during their play and allowed to lead their own play at their own pace. A fairy den built by one of the parents using bamboo and other natural sustainable resources, provide children with wonderful opportunities to enhance their imaginary play. A wishing tree stands next to the den decorated with fairy lights and children hang their written wishes on the tree further supporting their early writing and mark making skills.

In the baby room there is an excellent range of resources including low level wicker baskets, tactile objects, low level mirrors, range of shape sorters and resources which promote hand to eye co-ordination. A dark den includes a low level revolving glitter ball, fibre optic and other sensory resources that babies can crawl into and relax. Children are provided with skills for the future, as they are encouraged to be active, inquisitive and independent learners. Overall, children benefit immensely from their time spent at this happy nursery.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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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