

Handsworth Community Nursery

Inspection report for early years provision

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Inspector	Angela Howard
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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

Handsworth Community Nursery is a community run nursery, which opened on its present site in 2003. It is accommodated in a purpose built single storey building located in a suburb of Sheffield. The building has four play rooms, dining room, and office and associated facilities, including, toilets, kitchen, laundry and storage space. There is a secure outdoor play area. The nursery serves the local and wider community.

The nursery is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register to for 70 children aged from three months to under eight years. There are currently 129 children on roll and 76 are in the early years age group. The nursery currently supports children with special educational needs and children with English as an additional language. The nursery is open each weekday from 8am to 6pm for 50 weeks a year. It also offers sessional places from 8.45 to 11.45am and 1pm to 4pm. A breakfast and out of school club offers places to 36 children aged four to 14 years from 8am to 9am and from 3pm to 6pm.

There are 11 members of staff who all hold an appropriate early years qualification. There are three office based staff, a cook and cook's assistant. The nursery is part of the Neighbourhood Nurseries Initiative and shares the site with the children's centre. They receive support from the early years consultant from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish with the good support, care and dedication demonstrated by each member of staff. They are making good progress in their learning and have great fun in an environment where their welfare needs are consistently and effectively promoted. A good working relationship with parents ensures children's individual needs are successfully met. However, partnership working with others offering the Early Years Foundation Stage is less effective. Staff are fully committed to the development of the quality of the provision. This is their first inspection since the change in management and they have begun to develop the use of self-evaluation to drive further improvements forward and staff are continuously looking for ways to further strengthen this process.

What steps need to be taken to improve provision further?

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

- enhance the process of tracking children to ensure that the systems effectively monitor their progress and address the next steps in their personal learning and development

- extend the use of self-evaluation to show how analysis and evaluation are used to ascertain the impact of the provision on outcomes for children
- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided complements the education received at other settings.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are rigorous and staff have a good understanding of how to protect children and what action to take should they have any concerns about a child's well-being or safety. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. The well-planned induction and appraisal system helps staff to understand their responsibilities and further extend their skills. Good quality risk assessment, along with daily checks, help to ensure the setting is secure and safe for children to explore. Identification is checked for any visitors who are then asked to sign in and out using the visitor's book. The nursery has a very secure entry system, which means only those authorised to collect children can gain entry to the premises.

The staff take pride in the presentation of their rooms and work hard to ensure children can move around easily, enabling them to freely choose activities, test their skills, and make new discoveries within safe boundaries. Staff deploy themselves effectively offering good support and care encouraging children to take the initiative for their own play and learning. For example, the lay out of the room and resources encourages children to self-select equipment and to join in activities that look interesting and inviting. Positive images and children's work displayed throughout the setting helps children to recognise diversity, be proud of their own achievements and those of their friends. There is a clear ethos and strong commitment to celebrate the uniqueness of each child. They are nurtured, respected and discrimination is challenged appropriately. Staff value each families individual needs and effectively promote children's developing awareness and understanding of people's differences and similarities. Rich and varied displays show children and staff at the setting engaged in activities. These include photographs with different text, signs and labels in different languages. These help children feel special, confident, proud and promote a sense of achievement and belonging, therefore developing good self-esteem.

The staff are working hard to establish strong relationships with parents from the outset. They ensure that a personal welcome is given to everyone promoting good levels of communication, creating a sense of belonging so that relationships are relaxed and comfortable. They clearly appreciate the staff as comments in the customer satisfaction survey indicate they feel the setting is of an excellent standard in many aspects.

The relationship with other professionals is positive. Staff are proactive in attending meetings and sharing with other settings the children's transition records. However, it is not evident how the different settings offering the Early Years Foundation Stage complement each other to ensure continuity of care and

education. The management team are highly motivated and good communicators. They have a clear ambition for the future and are beginning to put together suitable action plans to ensure targets are achieved successfully. However, although they have begun to collect sound information and identify some improvements for the future they have only just started to analyse what the setting does well and how this impacts on outcomes for children.

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

All staff have good knowledge and understanding of the Early Years Foundation Stage and they ensure that the early learning goals are delivered well, focusing on each child's interests and spontaneous choices. This results in children making good progress in their learning and encourages them to become active learners. However, the tracking of children's progress is not yet thoroughly embedded to monitor their individual learning and development against the six areas of learning. Children in the nursery are happy, confident and settled. They have good relationships with the adults caring for them and fully understand the routines of the day, which helps them to feel secure.

Children's language skills develop well, as the staff constantly talk with them. They love reading stories together with staff and enjoy lots of singing and rhyming games. At certain times, such as story, phonics and rhyme time, children are grouped skilfully because their individual learning needs and concentration skills are known allowing the activity to be tailored effectively. Children take part with gusto in singing rhymes they use enthusiastic actions to join in and thoroughly enjoy the phonics session where they make sounds and do actions to represent letters of the alphabet. Dressing up and role play resources encourage children to use their imagination and plan appropriate 'let's pretend' games. They love to make dinners, cups of tea and wash the pots. Young children can name colours and enjoy sorting and sequencing various objects, such as animals. They make patterns as they explore sand, paint and play dough. A good range of heuristic play resources and varied treasure baskets stimulate sensory and tactile experiences.

There is great emphasis on building children's self-esteem and a good disposition and attitude towards learning. All children develop a strong sense of worth through the good interaction, care and attention they receive from the staff. For example, children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance from the staff. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully. Children construct complex buildings from a very wide range of construction blocks and independently access number games and an array of different kinds of resources to learn about shape, size, order and volume. They use jugs and bottles to pour and measure in the water play explaining that the bucket is full but the sieve is empty because it has holes in it. Therefore children have many opportunities to problem solve in their free play. This results in children being engaged in purposeful play, which helps to develop strong skills for future learning.

Children are developing a strong sense of security and understand some aspects of safety. Daily routines are relaxed and child-led, so that children feel secure. Children use toys and equipment safely and are beginning to understand the need to follow instructions to keep safe. From a very early age children learn how to take care as they walk on the muddy grass to the play area outdoors. Children are provided with wholesome, nutritious and well-balanced meals and thoroughly enjoy the food offered to them. Staff encourage children to enjoy the social aspect of snack and meal times and to try new tastes. Fresh air is encouraged and offered daily. Children are taken outside at regular intervals by staff. They love the grassed area where they are able to run down small slopes, running with gusto after hoops. Circle song games are a firm favourite activity and children form a circle hold hands and walk around singing with skill, ease and enjoyment. The effective use of the outdoor play area ensures the successful promotion of children's health and well-being.

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	3

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	3
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	3
The effectiveness of partnerships	3
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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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