

Chantreyland Children's Nursery LTD

Inspection report for early years provision

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Inspection date	21/05/2012
Inspector	Yvonne Layton
Setting address	Norton Grange, Bunting Nook, SHEFFIELD, S8 8JW
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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

Chantreyland Children's Nursery is a privately owned nursery, which registered in 1987, moving to its present site in 2011. It is located in the Norton area of Sheffield and serves the local and wider community.

A maximum of 52 children may attend the nursery under eight years at any one time, of whom, no more than 22 may be under two years old. There are currently 94 children attending who are within the early years age range and the setting provides funded early years education for three- and four-year-olds. The nursery also offers care to children aged five to 11 years in a separately registered site. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

This nursery is registered by Ofsted on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The nursery opens Monday to Friday, 52 weeks a year from 7.30am until 6.30pm and children can also attend for a variety of sessions.

The nursery employs 14 members of childcare staff, of these three hold level 6 qualifications, 10 hold relevant level 3 qualifications, one member of staff holds Early Years Professional Status and one member of staff is working towards a level 3. The setting also employs a Systems Manager, Nursery Cook and a Nursery Cleaner. The nursery receives support from the local authority and are members of the Pre-School Learning Alliance, the National Day Nurseries Association and Out Of School Network.

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. Links with parents and the liaison with other providers are effective. Very proactive evaluation of all aspects of the setting ensures that there are extremely strong aspirations for 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:

- review the variety of free-choice resources available with particular regard to mark making, natural and creative activities and the quality of the book corners and dressing-up areas

- reappraise the daily organisation and routine with particular attention to reviewing where children have group time and the routines prior to and during lunch.

The effectiveness of leadership and management of the early years provision

Children are well-protected as there are clear safeguarding procedures. Staff have a good knowledge of their responsibilities in protecting children. Security to the nursery is robust. Staff and parents have key fobs for entry and there are clear protocols to ensure that children are collected by known adults. Detailed risk assessments and daily checks are carried out to minimise any hazards and provide a safe environment. All required policies, procedures and records are in place and carefully maintained. Effective systems are in place to ensure the ongoing suitability of staff. Children's welfare is supported well as the staff complete and actively involve them in established hygiene and safety procedures.

Children's learning is successfully promoted as the staff have a good knowledge of the Statutory Framework for the Early Years Foundation Stage. Planning is devised through observations of the children's progress, their interests and individual development. The nursery has effective tracking systems in place to ascertain children's progress and individual development. Children's transitions to school are supported well and 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. Individuality is respected and responded to well.

Partnerships with parents and carers are secure. To ensure children's welfare and learning needs are met, staff gather valuable information from parents. The ongoing development of staff skills through training is a major focus of the setting. They have access to the nursery's policies, procedures and there are daily session diaries for younger children. Parents are able to view a daily record of the care and activities their child has completed. Their comments and observations are sought within their child's development records both informally and at parent evenings. Their opinions are obtained through questionnaires. Parent visitors and other visitors, such as a music teacher and a Spanish speaker, provide positive experiences for the children and enhance involvement with the community.

Leaders and managers have high expectations and set high standards that are embedded across all areas of practice. They are passionate about developing all aspects of the setting and fully supported by the active involvement of all staff. Children's learning and welfare is very strongly promoted as there is a proactive ethos to evaluate all aspects of the provision. There is continual reflection on practice. Areas to develop are clearly identified and changes made in workable steps. The setting is proactively continuing to develop child-initiated play and the outdoor environment. Parents and children are involved in the self-evaluation process. Children are consulted, such as when they take photographs and discuss what changes they want for the outside area.

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 appropriately comforted by staff, helping them to feel safe and secure. The nursery has started to successfully implement child-initiated activities and continuous learning provision. However, on some occasions, the routine and the movement of children from room to room, potentially effects their learning and experience. This is evident before and during lunch and with some group times. All children are encouraged to engage in a wide variety of art and craft activities. However, there are some lost opportunities to stimulate their curiosity, exploration and play to the uppermost extent as some dressing-up clothes and books are not well presented to fully encourage children's engagement. The selection of resources for mark making and art and craft is limited. Activities are developed from children's interest and staff observations. For example, when children found a bumble bee and ladybird outside, they undertook related activities, including making ladybird and bees from paper plates.

Children are developing a love of books as they enjoy favourite stories. They delight in sharing books and 'reading' to adults or each other. Topics of the week enhance their experience. Children learn about diversity through stories, topics, celebrations and imaginative activities. Their learning is enhanced as adults from different countries share their experiences.

Children begin to understand the need to share and take turns appropriately supported by staff. They respond to routine reminders of the nursery rules. For older children 'Marvin the Magic Bird' presents magic feathers for positive behaviour, achievements and consideration of others. A strong sense of self is promoted as staff use positive encouragement and praise. Children's language skills are developing as staff engage in play with them and take time to listen to them. Younger babies happily babble in response to staff communications.

Trips out in the local area and visitors provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them, such as to the library and local shop. Visitors, include the police with their dogs, the fire service and a guide dog with its owner. Children develop an understanding about nature as they plant and care for vegetables and flowers. They learn about lifecycles as they watch chicks and butterflies hatch and tadpoles develop. This is enhanced as they complete related art and craft activities. All children have the opportunity to regularly visit a local farm park with woods and fields.

Number and name recognition is promoted well throughout the setting. All children routinely see their names in print. Older children use chalk outside to mark make and staff assist them to write their names. They begin to explore technology by using a laptop, whilst babies enjoy musical toys and show pleasure as they press buttons or 'play the piano'. Simple mathematical and scientific concepts are introduced during routine, spontaneous and planned activities.

Good methods are used to encourage children to adopt healthy lifestyles. The nursery promotes healthy eating with nutritionally balanced meals and snacks. All children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. They are enabled to run in the park, take walks and regularly enjoy parachute play outside. Children experiment and test their skills as they tackle an obstacle course, devised from outside equipment.

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	1

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	1
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	1
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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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