

St Leonards Nursery

St Leonards Church Hall, Everingham Road, Sheffield, S5 7LE

Inspection date

03/12/2012

Previous inspection date

26/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are supported to acquire the skills to develop and learn effectively and be ready for the next stages in their learning. The warm, welcoming learning environment enables children to make steady progress in their learning and development.
- Children feel safe and secure in their relationships with staff who know them well. They are building attachments and bonds which promote well-being and independence. The implementation of an appropriate key person system improves relationships with children and their families.

It is not yet good because

- Children's language skills are not always extended by, for example, the use of open-ended questions.
- Children's progress is not as rapid because inconsistent information is gained from parents with regard to their starting points in specific relation to their learning and development.
- Children's learning is hindered as parents are not fully encouraged to engage in their learning. For example, children's learning records are not easily accessible or user-friendly.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with the nursery manager and the owner of the nursery.
The inspector looked at children's learning records, planning documentation,
- evidence of suitability of practitioners working in the setting, the providers self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day including information from the parent comment book.
- The inspector observed children in free-flow and group activities.
- The inspector observed children, examined the children's learning records to establish their progress in learning and held discussion with their key person.
- The inspector undertook a joint observation with the manager.

Inspector

Christine Walker

Full Report

Information about the setting

St Leonards Nursery is a privately owned day nursery, which was first registered in 1995. It operates in self-contained rooms in the St Leonards church building in the Longley area

of Sheffield. It serves the local community and wider Sheffield area. Children are cared for in a large play room with a separate dining room. The premises are accessible to people with limited mobility. A fully enclosed area is available for outdoor play.

The nursery is currently open each weekday from 8am to 4pm during term time only. There is provision for the opening hours to be extended if necessary. There are currently 22 children aged two to under five on the role. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities. It also supports children who may be disadvantaged. The nursery employs four members of child care staff who all hold appropriate early years qualifications at level 3. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the programme for communication and language by the use of open ended questions and allowing children time to formulate an answer.

To further improve the quality of the early years provision the provider should:

- improve the information obtained from parents about what children can do on entry to the nursery to help inform starting points for their learning and development
- develop children's learning records to make them available to parents, to give them opportunities to contribute to their child's learning record and further support learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of children's learning and development needs, enabling children to make generally good progress. Practitioners complete sufficient assessments of children's progress in the setting. Initial written information is gathered from parents prior to children starting at the nursery. However, this focuses on children's routines and preferences, rather than children's learning and development. This potentially impacts upon the speed of children's progress in their early days at the setting. Planning is in place and covers all areas of learning to ensure that a good range of toys and activities are offered to support children's independent choice. A child's learning and development is

monitored through a development matters grid. Children's learning record contains a variety of observation and photographs, which are stored loosely in individual wallets consequently these are not user-friendly and are not generally accessed by parents in order for them to add to the record and use the information to support children's learning at home, as well as in the setting. Parents are encouraged to contribute observations in their child's reading book record but these are not transferred to their individual learning record.

The organisation, accessibility and presentation of toys and resources is good, and contributes to children's independence. They enjoy some access to the outdoors every day, weather permitting, engaging in a range of physical play opportunities, such as, riding bikes, balancing and playing in the sand. Children enjoy a sufficient range of opportunities to develop their communication and language skills. For instance, children enjoy listening to stories spontaneously in small groups and at group time after lunch where some of the more advanced children dominate. Children are encouraged to take books home to share with parents. Staff constantly talk to children, however, opportunities for children to think critically and extend their vocabulary are sometimes limited because staff ask closed questions and do not always give children enough time to answer questions posed before they ask another question. Gestures are an integral part of communication between practitioners and children, with 'good sitting', 'good listening' and 'good looking' accompanying group activities. Practitioners display words in different languages to further support children who speak English as an additional language. Signs are used to accompany songs at group time. For example, children sing 'Old McDonald has a farm' and use signs for the names of the animals. A good range of multi-cultural pictures and posters enhance this aspect of the provision, alongside pictorial prompts to help younger children and children for whom English is second language feel valued and included.

Continuous play opportunities ensure that the seven areas of learning are all covered and children have the opportunity to access a range of activities to support their development. Equipment for making marks and materials to enable children to develop their expressive arts and design abilities are always accessible. This leads to children developing their own creations, while learning about themselves and the wider world. For example, children identify facial features, such as a mouth or eyes from their own mark making. There are opportunities for children to explore and learn about their understanding of other cultures and beliefs through role play activities and celebration of festivals, such as Eid and Chinese New Year. Knowledge of the world is developed as the computer is in regular use and children display a growing awareness of how to use a mouse and keyboard. Jigsaws, blocks and number lines promote an understanding of mathematical concepts. Children are encouraged to count and staff use mathematical words for shapes, such as cylinder to describe the shape of a block. There is an appropriate balance of adult-led and child-led activities throughout the nursery.

The contribution of the early years provision to the well-being of children

The key person system is good and the small friendly staff team work well together. Staff have friendly and caring dispositions, which help children to form secure attachments.

Children behave well and are encouraged to show kindness and concern for their peers. Practitioners use simple explanations to raise children's awareness of how to stay safe appropriately. An example of this is when they remind children to hold the handrail when going up the steep steps to the outdoor play area. Since the last inspection the nursery has received a grant which has enabled staff to purchase good quality, low level resources that are used effectively to promote continual play provision.

Deployment of staff is sound, which means that children settle quickly and feel safe and secure. For example, children who are upset on arrival are comforted on a one-to-one basis and staff support children to feel calm, re-assured and they then successfully engage them in an activity. Children confidently approach adults when needing support or if only wanting a hug. Children's self-care skills are developing appropriately, for example, as they independently access the toilets and mostly wash their hands without being reminded. Children's behaviour is good and realistic rules and boundaries are in place, supported by staff, to enable children to know and learn what is expected of them. For example, during outdoor play children understood the reasons to take it in turns when choosing the same sit-and-ride activities. Their confidence and self-esteem is promoted satisfactorily as staff highlight and celebrate children's achievements, such as helping to cut the banana at snack time or managing to put on their own coat for outdoor play. This, along with well-planned transitions, help children to move onto the next stage in their learning, such as school. Children learn what foods are good for them and where food comes from through activities based on things that grow. They are developing a growing area in the outdoor area where children have planted seeds and plants, such as strawberries.

At snack times and lunch time children make healthy choices about what they eat and how much they would like. For example, when a child was unable to decide whether he wanted baked beans or spaghetti with his lunch he was able to have a spoon of each. Children eat lunch as a family group, whilst snacks are eaten in smaller groups over a half hour period of time. Children are offered a snack in the order in which they arrived and this occasionally disrupts their play. Children's independence is fostered at snack time by allowing them to choose and pour their own drink and choose and cut their own fruit. Children's welfare is promoted as staff have a sound understanding of steps to take, should they have a safeguarding concern. Practitioners have a suitable understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to reduce the risk of cross-infection and safeguards children's health appropriately. Parents spoken to at the time of the inspection are very happy with the service provided by the nursery and all spoke about the friendly, approachable staff.

The effectiveness of the leadership and management of the early years provision

The manager has a solid understanding of how to safeguard children. Staff have attended safeguarding training courses and can discuss the signs and symptoms of abuse and the course of action they would take if they had a concern. They have recently updated the risk assessments of the setting, further supporting children's well-being. Visual checks are

undertaken of the premises every day and this includes the outdoors. This means the environment is safe for children to move around in. Policies and procedures are in place and shared with staff and parents to ensure that all are aware of the expectations of the setting and the relevant procedures to promote children's safety. Mobile phones and cameras are not allowed in the setting and this is verbally enforced to parents and backed up by signs indicating no mobile phones. Overall, staff are monitored and appraised appropriately. Staff attend regular training courses and their training needs are identified during annual appraisals. Practitioners demonstrate a good awareness of the necessity to work with other professionals where children need additional support to enhance their learning and development. Relationships with parents are good as practitioners keep them fully informed on a daily basis of their children's progress and welfare. This takes place verbally and with written diaries for younger children.

Parents are included in the life of the setting. They are able to talk to staff and discuss any issues or concerns they have. This means relationships remain positive and parents feel valued. Parents feel they could talk to staff if they had an issue and they are very complimentary about the nursery and its flexible approach. Staff work well with each other and know what to do if they needed additional support with a child's learning and development. Links with outside agencies have been established and meetings are arranged to discuss early intervention strategies with children who may require additional support. The team have completed an Ofsted self-evaluation form and have plans to improve the setting. Previous recommendations have been acted on, for example, written permission is now requested on admission to seek emergency medical treatment, policies and procedures are shared with parents and the outdoor area is being developed.

New systems to observe, assess and monitor each child's progress are being introduced. Existing practice ensures that all children are making suitable progress, and a new system, which is currently being rolled out, enhances this. An improved tracking document to monitor and review children's attainment across all areas of learning is now in use. Improved observation sheets linked to the new Early Years Foundation Stage, which will be shared with parents have just started to be utilised. The current yearly report to parents is to be replaced with a termly report. Planning for the progress check at age two is still in its infancy. Parents are not yet part of the review process but this will improve as the new systems are implemented. Parents are currently encouraged to be involved in their children's learning through borrowing reading books, resource bags and the take home soft toy.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	300739
Local authority	Sheffield
Inspection number	818621
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Susan Moore
Date of previous inspection	26/03/2009

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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