

# Fairmount Nursery (Broomhall)

8-10 Broomhall Road, Sheffield, South Yorkshire, S10 2DR

## Inspection date

10/12/2012

Previous inspection date

15/04/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children's individual learning and care needs are met well as practitioners give high priority to them. They are happy, settled and confident at the setting with practitioners who are warm and caring towards them.
- Children are able to make good progress across the seven areas of learning as they have opportunity to enjoy a rich range and effective balance of child-led and planned activities that provide interesting and challenging experiences.
- Children are protected effectively and their well-being assured as practitioners are vigilant in maintaining consistent, effective safety and hygiene routines, which are enhanced by the effective maintenance of records and documents.

### It is not yet outstanding because

- Children have less opportunities to develop their sense of self as there is no display area for their own constructions or for items that interest them.
- Children's learning and development is not fully enriched as there is no planting and digging area outside and they cannot easily select the books stored in the book boxes and this sometimes results in them becoming torn.

## 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 observed activities in the baby room, the 18 to 24 months room, both two-to-three-year-old rooms, the three-to-five pre-school room and the outside area. The inspector supplemented all observations with pertinent questions.
- The inspector held discussions with the manager, area manager and the owner of the nursery.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and by the evaluated nursery questionnaires.

## Inspector

Yvonne Layton

## Full Report

### Information about the setting

The Fairmount Nursery (Broomhall) nursery was registered in 2001 on the Early Years Register. It is situated in part of a converted, listed, building in the Sheffield, South Yorkshire and is managed by a private company. The nursery serves the local and surrounding areas. The upper rooms are accessible by stairs. It operates from five

playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 21 members of child care staff. Of these, 19 hold appropriate early years qualifications at Level 2 and Level 3.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 81 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery has close links with the local Children's Centre.

### **What the setting needs to do to improve further**

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

- enhance children's sense of self by, providing an area where children's constructions and items that interest them can be displayed
- develop the environment by, for example, providing a digging and growing area outside and position the books in the box book holders so that they are more easily accessible, and monitor the condition of the books.

### **Inspection judgements**

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

Children are provided with motivating and exciting experiences that help them to make good progress across the seven areas of learning. The vast majority of practice is based on a secure knowledge and understanding of how to promote their learning and development through an effective mix of child-led and planned activities. Children's learning is effectively extended as activities are enhanced by practitioners. They support and encourage the children by providing them with challenges and getting them to think and consider. For example, children's learning is expanded as a practitioner joins a spontaneous construction activity where they are encouraged to count the bricks and look at the sequence of colours as they build towers. All children are helped to make their own choices and develop their learning as they are able to choose their own activities from a good range of resources. Babies are helped to develop as they have access to low-level mirrors and activities. The lay-out of the rooms promotes children's choices. For example, art and craft areas provide a wide variety of resources for them to experiment with and

explore. Their own creativity is enriched as they express themselves freely in art and craft. Early writing is well-promoted as all children have access to different resources and activities. The nursery is rich in written word, which is multi-language and signed, therefore children are extending their understanding of words and different languages.

All children have good experiences in the outside environment, which provides opportunities for them to learn and develop. For example, they use the grounds of the house for picnics and nature walks and learn about nature as they go on 'bug hunts'. Children grow plants inside the nursery and in a small plastic greenhouse, though they have less opportunity to experiment and explore by planting and digging in the ground. Children are involved and eager to engage. Their communication and language is effectively promoted as practitioners listen perceptively to, carefully observe and skilfully question children during activities. Babies' and younger children's communication skills are enhanced as practitioners talk with animation to them during activities and routines.

Children are fully engaged in stories and eagerly participate in group games. They develop a love of books and are starting to understand about written word as they enjoy spontaneous and planned stories. All children have free access to a rich range and variety of books, which helps them to develop their learning, although some of the books, such as those stored in the book boxes, are not positioned so that they are easily accessible to the children. This also, often results in the books becoming torn and not as appealing for children to select. Visits to the local area and visitors to the setting extend children's learning about their world and the local community. For example, they visit the post office to post the letters they have written. Visitors promote good dental health and road safety. The nursery also offers optional activities by outside agencies that enhances children's learning and development such as, a French club and an art, dancing and drama group.

Children's imagination is extended as practitioners provide opportunities for all children to be actively involved in both planned and spontaneous role play, circle time, singing and rhymes. Young children are assisted to use all of their senses and are introduced to different textures as they experiment with paint and natural resources. Children are developing their skills in technology as they have the opportunity to use age-appropriate resources, such as musical shape-sorters, programmable toys and a computer station. Children's learning, development and care benefit from the extremely effective partnerships with parents. Practitioners work well with, and fully involve, them to enable them to play a full and active role in their child's learning. For example, each room's planning of activities is on view and parents are able to identify what their child's next steps are by confidential coding within the planning. They complete home observations and are encouraged to participate in a 'Let's play at home activity' each month.

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

Children form secure emotional attachments which provide a strong base from which they can develop their personal independence and exploration. Older children are encouraged to become independent as they serve themselves at meal times. They are learning to cooperate and be part of a group as they undertake games such as, snap and lotto. Children gain a strong sense of self as they see an extremely rich range of photographs of

themselves and posters of people throughout the setting. They gain a sense of achievement as they become the 'Star of the Week', are mentioned on the 'Celebration Tree' and receive certificates of achievements. All children have access to family books which include photographs of significant people in their lives. Children develop a sense of pride as they see some of their art work displayed on walls. There is less opportunity, however, for them to display their own creations, three-dimensional constructions and items of interest. Children behave well and they are learning to respect each other and develop their socialisation. They actively respond to practitioners reminders about good behaviour. This is effectively promoted by practitioners as they are good role models and use lots of praise and positive reinforcement.

Children learn about diversity well as they undertake national and international celebrations through activities, art and craft, resources, books and discussions. Individual children's needs are met well as practitioners proactively gain individualised information from parents. For example, parents are encouraged to provide familiar words for their child in their first language therefore ensuring practitioners are using them correctly. Children's experience is enriched as they have access to different cultural music. Children's physical skills are extended as they undertake indoor and all weather, outdoor activities. For example, they are physically active during parachute games and keep fit with yoga and music and movement sessions. Children are able to take risks safely and practice their skills as they climb and balance on outdoor play equipment. Children are learning about developing healthy eating and a healthy lifestyle through activities and displays. For example, they create a healthy eating display and complete cooking and food tasting activities. This is further supported by a nursery 'Recipe of the Week'. Children learn about keeping themselves healthy as practitioners consistently encourage good hygiene routines with them and explain why it is important.

Children's well-being is assured as they feel safe with the practitioners. They confidently approach them and seek comfort and reassurance. Children are kept safe as practitioners consistently remind children of safety routines and they are involved in safety awareness activities. For example, road safety and consistent routines when they use the stairs. Children's individuality is respected as practitioners work closely with parents and other agencies to ensure individual care, learning and development needs are recognised and met.

They are well-supported during transitions between rooms, or when they attend other settings and when they start full-time education. Transition reports are provided and clearly identify children's progress and individual needs. Older children are well-prepared for their next stage of learning as they are encouraged to participate in groups and are confident in their personal care.

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

Children's learning is assured and development needs are met well as the planning of activities is based on individual development needs. Assessments are consistent, precise and display an accurate understanding of children's skills abilities and progress. Their

starting points and next steps of learning are clearly identified and effectively used to promote children's development.

Children's well-being is assured as practitioners are confident in their knowledge of safeguarding procedures. Their knowledge is reinforced by an effective safeguarding procedure and by ongoing training. Children's welfare is promoted as clear policies and procedures are known and understood by all practitioners and implemented consistently. All required documentation is in place. Children are kept safe by the effective security to the premises and efficient safety routines. Their well-being is further assured as there are robust recruitment, induction and performance management systems which makes sure that staff remain suitable and they are clear about their roles and responsibilities.

Parents receive daily verbal and written information about the care and learning of their child. This is extended by the setting using text and the internet to make sure they are well-informed. This liaison is enhanced by an 'open door' policy which helps parents to talk to the practitioners and management freely. Children's experience is enhanced as parents are encouraged to take an active part in the setting's evaluation and reflection on practice by access to a suggestion box and questionnaires which are thoroughly considered and acted upon.

Children's care, learning and development benefit as the management team have a good understanding of the strengths of the setting and areas to develop to improve learning experiences for all children. All practitioners are involved in the reflection of practice and there is a strong ethos of continued development in order to provide the best possible experience for the children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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.
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

<b>Unique reference number</b>	EY242680
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	892344
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Fairmount Nursery Ltd
<b>Date of previous inspection</b>	15/04/2009
<b>Telephone number</b>	0114 266 2500

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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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