

Hollinsend Nursery

Ridgeway Road, GLEADLESS, Sheffield, S12 2TA

Inspection date

11/06/2013

Previous inspection date

19/05/2009

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

- Staff provide a suitable range of activities, toys and equipment and therefore, children play, explore and make connections in their learning.
- Children are happy and settled. Relationships with staff are strong and children make secure attachments, developing their emotional security.
- Children are kept safe as the nursery is secure. Children are well supervised and child protection procedures are clear and understood by all staff.

It is not yet good because

- Observations, assessments and planning are not always suitably consistent in depth or breadth to build on children's learning to ensure that they make good progress in their learning and development.
- Children's physical and literacy skills are not widely supported because opportunities for them to explore and experiment with a wide range of wheeled vehicles, balls, writing resources and labels both indoors and outdoor have not yet been fully embraced.
- There is room to improve the key person system so that it is more effective in developing a close relationship with parents that can be used to fully support and guide them in understanding how to promote their children's learning at home.
- Self-evaluation is not yet fully effective in driving forward improvements and raising quality.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main playroom and the outside learning environment.
- The inspector took part in a joint observation of a planned activity with the manager of the nursery.
- The inspector held meetings and observed practice with the manager of the nursery.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tara Street

Full Report

Information about the setting

Hollinsend Nursery was registered in 1992 and is on the Early Years Register. It operates from Hollinsend Park Pavilion in the Gleadless area of Sheffield, and is managed by Hollinsend Playgroup Committee. The nursery serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2, of which two are currently working towards an appropriate early years qualification at level 3.

The nursery opens Monday to Friday term time only. Sessions are from 8.30am until 3.30pm, excluding bank holidays. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance the monitoring of planning and assessment to ensure that it is more rigorous in identifying all circumstances where intervention, additional support and challenge may be required to promote individual children's learning and development
- improve the educational programme for physical development and literacy by: providing a wider range of wheeled toys and balls and providing word banks and 'tool boxes' containing things that make marks in different areas, so that children can explore their use both indoors and outdoors
- develop further the arrangements for the key person to work more closely with parents so that they are more effectively helped and guided towards supporting their child's learning at home.

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

- use self-evaluation more effectively to enhance the drive for improvement by carefully monitoring, analysing and challenging existing practice in order to identify improvements that will support children's achievements over time.

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

Children are settled and enjoy coming to the nursery. They make satisfactory progress in their learning and development because staff have a sound understanding of how they learn and play. However, recent changes in the methods used to observe and assess children's progress have not yet been fully embedded. For example, staff conduct regular observations and assessment on children, although, there is some inconsistency across the nursery with regard to how informative and accurate these are. Where staff are supporting individual children in achieving their next steps in learning, the specific areas for development are not always clearly identified, hindering how effective support can be planned and delivered. For other children, these assessments reflect their abilities and stages appropriately as staff match their progress against the Development matters in the Early Years Foundation Stage guidance. Staff appropriately complete the progress check at two years for children within that age range. Staff work appropriately with children with special educational needs and/or disabilities and provide additional support to ensure all children are fully included.

Resources are suitably deployed and the largely free-play routines help children in

developing their own learning. Consequently, children show positive signs of effective learning as they inquisitively explore the sand and water tray, or use glue sticks and tissue paper independently to make a collage picture. Children happily engage in role play in the hairdressers, using shampoo bottles, hair dryers and brushes to style dolls hair, involving staff and their peers. As a result, children's imagination and creative skills are appropriately developed. Interaction between staff and children is strong and highlighted by the children's reactions and the enjoyment they display. Staff are skilled in extending children's thinking. For example, when playing in the water tray staff encourage children to look at and compare different sized bottle lids. Children eagerly experiment with fitting them together and identifying which is the biggest and smallest before lining them up in size order. Other children enjoy using shells to transport water to the sand tray and explain that there is treasure inside the shell. Many of the older children demonstrate well-developed language skills. They are articulate and use complex sentences as they describe their activities and confidently engage in conversations with each other and with adults. For example, children confidently fetch wet wipes and paper towels to clean the 'sticky' see-saw outside, directing each other where to clean and explain to staff that they are being teachers. Staff appropriately extend younger children's vocabulary skills. They introduce words, such as 'floating', 'balancing', 'full' and 'empty' when playing with a range of empty containers in the water tray. Other children are supported appropriately to name the different plants they are growing outside, such as strawberries and tomatoes, they discuss what they will look like when they are full grown. Children are constantly given meaningful praise and encouragement to 'have a go' and develop new skills. Consequently, children develop satisfactory skills to help them in their next stage of learning, such as dressing themselves before playing outside and recognising their name on the coat pegs.

Children play happily together, forming strong bonds and friendships. They enjoy the company of adults, showing increasing levels of confidence as they draw their attention to things that interest them and invite them to join in with their play. For example, staff and children work together well to build a 'den' outside. Staff plan a suitable range of adult-led activities that help children develop their physical development and literacy skills. A good range of age-appropriate books are used appropriately to ensure all children develop an interest in reading and story time. Children eagerly make pictures from varied materials, such as wool and feathers, and use coloured pencils to decorate their work. They move freely around the designated play areas, managing their physical movements with ease. They enjoy opportunities to play with hoops, balance on stepping stones and to build structures with pipes and cones to roll their cars down. However, other opportunities, such as a wide range of wheeled toys and balls, word banks and a range of 'tool boxes' containing things that make marks, are more limited. This means that children have few opportunities to explore their use both indoors and outdoors in order to further develop their early writing and physical skills.

Partnerships with parents are suitably developed because they are regularly informed about their children's progress through daily discussion. In addition parents are encouraged to view their children's learning and development records. However, there is room to further improve the key person system to build stronger relationships with parents so that they develop the understanding and confidence needed to help them know how to support their child's learning at home, in order that children's learning potential is

fulfilled. Satisfactory partnerships are in place with the local schools and sensitive support provided by staff ensures that children have the appropriate skills ready for their transition into school.

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

Staff are developing strong bonds with the children through appropriate settling-in routines, which means children are settled and feel safe. They are allocated a key person on their arrival and have time to settle into the nursery. Parents are asked about their routines, preferences and fears to aid their safe transition into the nursery. This provides parents with a familiar person with whom they can discuss their child's care. As a result, consistency of care is maintained and newly settled children receive reassurance and comfort, developing their confidence and future skills for learning. Additionally, children regularly play together and therefore, develop strong attachments with others, which helps them to move on in their learning with confidence.

Staff have a clear understanding of how to promote children's health and self-care. As a result, they organise the snack table for children to independently choose what they want to drink and help themselves to the snack provided, such as apple and orange segments. Children know the routine well and after helping themselves, they sit with their peers and discuss what they are eating. This means that children are settled and know how to behave during daily routines. This is further enhanced as children confidently discuss the rules of the nursery at registration time, such as 'kind feet' and 'good listening and sharing'. Children learn how to keep themselves safe as they follow the emergency evacuation procedure, or learn not to run indoors. Staff appropriately support children's physical development by providing outdoor toys and equipment for them to access independently. They support them in active games, such as building with large wooden blocks or playing with a large piece of fabric which they pull, stretch, tap and roll, suitably promoting their co-ordination, control and movement skills. Staff also promote children's independence before they attend school. They do this by encouraging them to put on their own coats and shoes and to be self-sufficient when managing their personal care needs. As a result, most children are able to dress themselves and handle personal hygiene routines before they start at school.

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

Children are appropriately safeguarded and protected as staff have a sound knowledge of the welfare and safeguarding requirements and procedures. For example, all staff are aware of the procedures to be followed should they have any child protection concerns about a child in their care or in the event of an allegation being made against a member of staff. Staff conduct regular risk assessments, covering all areas used by children to ensure their safety. In addition the main doors to the room are locked and children are not allowed to leave with anyone not known to the nursery. The manager makes sure the adult to child ratios are met and staff qualifications are appropriate. Clear recruitment procedures ensure appropriate checks are taken up on staff to establish their suitability. All staff attend induction training, this includes what to do to keep children safe and what

to do in emergencies. All staff have completed training in child protection as part of their induction and are required to update this regularly. This means that children are protected and kept safe and secure whilst attending the nursery. Staff appraisals and one-to-one supervision meetings are beginning to support staff in accessing further training and identifying key skills and strengths, which can then be used to enhance children's progress. A range of appropriate policies and procedure are in place, reviewed regularly and shared with parents.

Staff have sufficient knowledge of supporting children in their learning and development, meeting together regularly to discuss ideas and their progress. The nursery is also receiving help from the local authority to support its development. As a result, monitoring of the quality of the provision is sufficient to ensure children make satisfactory progress. However, there is a lack of consistency in the observations and assessments that mean some activities lack challenge and not all the areas of learning are fully supported. Satisfactory systems are in place to support the ongoing evaluation of the nursery. For example, a development plan is in place from the local authority and staff and parents are regularly asked for their views through daily discussion and a comments book. However, there is room to improve the self-evaluation of the provision so that staff can accurately identify for themselves further ways to improve the overall quality of the nursery, and focus on raising the level of children's achievements. The nursery has suitable arrangements in place for working in partnership with parents and other professionals, who may be involved in a child's educational progress. This enables staff to appropriately complement and extend activities for children with special educational needs and/or disabilities. Transition documents are completed when children move on to school, supporting them at times of change.

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 action. 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 | 300830 |
| Local authority | Sheffield |
| Inspection number | 922006 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 64 |
| Name of provider | Hollinsend Playgroup Committee |
| Date of previous inspection | 19/05/2009 |
| Telephone number | 0114 2656716 |

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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, which are usually the childminder's 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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