

The Little School House Nursery

The Little School House, Cobnar Road, Sheffield, S8 8QB

Inspection date	05/08/2013
Previous inspection date	20/10/2011

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 make good progress in all areas of learning as staff have good knowledge and understanding of the Early Years Foundation Stage and the progress check at age two. They use this to ensure children's individual next steps for are included in the planning of activities, in order to extend their learning.
- An established key person system enables babies and children to form good relationships with their peers and adults, forming secure attachments and promoting their well-being and independence.
- Through positive engagement of staff in children's play, children's communication skills, vocabulary and language are developing well.
- Children and parents are well supported by the good partnerships that have been formed with local schools. This ensures effective support is provided for children and makes their transitions through the setting and into school a smooth process.

It is not yet outstanding because

- The book area within the toddler room is not attractive or inviting to children to encourage them to build on their rapidly developing reading skills.
- Self-evaluation does not include the views and opinions of parents or children, so they are not always involved in improvements to benefit children.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff practice in each room of the setting.
- A selection of documents, including safeguarding procedures, children's development records and planning of activities, were seen by the inspector.
- Discussions were held with the manager, staff, parents and children throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

The Little School House Nursery is part of a group of six nurseries owned by Early Years Care Limited. It was registered in 1999 and operates from an old converted school house building in the Woodseats area of Sheffield. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The setting is open from 7.30am to 6pm, Monday to Friday, all year round. Provision is on two levels and includes an entrance area and a first floor pre-school area for three- to five-year-olds. Babies and toddlers to the age of three are located in two rooms on the ground floor. All children have access to two enclosed outdoor areas.

There are currently 73 children on roll in the early years age range. A total of 11 staff work directly with children. Of these eight hold a level 3 childcare qualification and three are working towards this. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review the environment with regard to young children's access to books to make it more interesting, attractive and accessible to promote their learning even further
- develop further the self-evaluation process to take account of parents and children's views, opinions and ideas to support improvements, which will benefit children.

Inspection judgements

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

Children's progress and development is observed and assessed well by staff, who have good knowledge and understanding of the Early Years Foundation Stage. Spontaneous and focussed observations clearly identify children's interests and the next steps in their learning. This ensures children make good progress through all areas of learning. Information gathered from parents when children start attending, along with staff's own initial observations and baseline assessments enable them to identify children's individual learning needs. The progress check at age two and summaries of children's development through the areas of learning are completed and shared with parents. This helps them be involved in children's learning. Children are well prepared for the next steps in their learning and their eventual move to school. Staff in the pre-school room work alongside children and their parents to make 'transition bags', which children fill with familiar

photographs of their favourite toys, family members, pets and their friends and staff at the setting. These bags are then sent to the school where children move onto and aids their smooth transitions as they are available to them when they start.

A wide range of toys and resources, which children freely access throughout the setting, enhance their skills and development through all areas of learning. Children enjoy and show enthusiasm in their learning. For example, as they sit with staff to look at a model of the human body and discuss the different organs, such as, the stomach, intestines and the heart and how the body works. Younger children enjoy role play and eagerly engage in acting out familiar family scenarios, such as feeding the cat and shopping. Staff throughout the setting engage well with all children. They plan and provide a good variety of purposeful activities that promote children's communication and language skills. For example, as they sing songs and rhymes and play musical instruments, such as, drums, tambourines and small guitars, staff talk to them about loud and soft music. Children enjoy exploring and designing. They use a range of large wooden blocks and work cooperatively to build their own stage, where they perform dances and songs. Babies and very young toddlers are developing good physical skills. They move around the environment with growing confidence. They pull themselves up to standing positions and use a range of activities and resources that require hand eye coordination, such as posting boxes. A good range of books and small world toys promote positive images of race, gender and culture and are easily available to all children. However, the book area in the toddler room is not inviting to children. The book case holds too many books for children to clearly see and choose from what is available to them. This means their learning in this area is sometimes not as well promoted as possible. Children's information technology skills are developing well. Staff teach them how to use a range of resources and equipment that are interactive and computerised, such as, cash registers with scanners, push button toys and a computer.

Information is gathered from parents when children start attending and this is used effectively by staff. Parents are encouraged to share with staff children's experiences and achievements at home. Children's progress and development are regularly shared with parents through parent's evenings and a written summary report each term.

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

Children are happy and settled throughout the setting. They are confident as they engage in conversations with their peers, adults caring for them and visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. For example, they use a sticker reward system for children that show kindness to others, help tidy away toys and for general good behaviour. Children's art work is attractively displayed throughout the setting, giving children a sense of belonging and raising their self-esteem. Staff are attentive to children. They listen to their requests and are fully aware of their individual needs, which supports secure attachments. The setting is resourced with a good range of age-appropriate toys, games and activities, which babies and children freely access. This promotes their learning and independence well.

Staff maintain safety within the setting well. Children cannot leave unattended and an intercom system alerts staff to parents and visitors as they arrive at the setting. Regular emergency evacuation is practised with children and older children are familiar with the procedure. They know what the whistle, which is hung by the door, is for. When asked by staff not to play with the whistle, children say 'no you might need to blow it if there's a fire'. Staff are good role models for children and this contributes to the development of their independence skills and their good behaviour.

Healthy balanced and nutritional snacks and meals are prepared and cooked on site for children. Snack and meal times are sociable as children sit in small groups. Older children serve themselves and pour their own drinks. Toddlers are developing skills in serving themselves as staff encourage them to pour their own drinks and to help with setting the table at lunch times, counting out the plates and cutlery. Children demonstrate a good awareness and understanding of their own needs and personal hygiene. Older children independently use the bathroom and know to wash their hands afterwards and before eating. Cots, sleep mats and individual bed linen are provided for when babies and young toddlers require a sleep. These routines are maintained in consultation with parents, so children's needs are met well. A range of wheeled vehicles, balls, bats and climbing equipment is available in the enclosed outdoor play area and enhances children's physical skills.

Children are fully supported in their transitions both within the setting and as they move onto school. Staff share what they know about children with teachers at the local schools. Key persons share knowledge of children's individual development and progress with staff in other rooms as children move through the setting.

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

A comprehensive range of policies and procedures to help staff promote children's health, safety and welfare which are in place and effectively implemented. They are reviewed and updated regularly by the management team and staff are kept informed of any changes. Risk assessments are in place and staff are deployed effectively to ensure children are well supervised and safe. A written safeguarding policy is in place. It is understood by all staff and is shared with parents. Staff have attended relevant safeguarding training, including child protection and are all familiar with the setting's procedures, which are in line with the Local Safeguarding Children Board procedures. Written risk assessments are in place for the environment, resources and outings. Thorough vetting and recruitment procedures are in place and ensure that staff are suitable to work with children. This further assures children's safety and promotes their welfare. The management team are keen to develop further improvements to build on the good levels of practice and have been pro-active in addressing previous recommendations since the last inspection. The manager conducts regular supervision of individual staff and holds regular team meetings. This enables her effectively to monitor the strengths and weaknesses of staff practice and performance, to provide further support in their professional development.

Staff make spontaneous and focussed observations of children's learning and their interests. They use the information to clearly identify children's next steps and this enables them to plan effective activities to extend their learning and development. Self-evaluation of the setting is undertaken and staff are included in this. Parents are asked to complete questionnaires about the setting and they provide compliments about the provision through thank you cards. However, parent's views and opinions are not included in the self-evaluation process and children are not asked for their ideas or suggestions. This means they are not involved in improvements for the setting, which benefit children. Effective partnerships have been formed with local schools and staff attend transition meetings through the local authority. This helps the smooth transitions for children as they move on in their education. Children and families are well supported ensuring their individual needs are well met. Staff work well in partnership with parents to establish information about children's daily routines, their family background and their capabilities. This helps staff to settle children into the setting. Daily information is exchanged with parents around children's welfare, such as, nappy changes, food and a brief overview of the activities they have enjoyed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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.
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	300884
Local authority	Sheffield
Inspection number	931161
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	73
Name of provider	Early Years Care Ltd
Date of previous inspection	20/10/2011
Telephone number	0114 2359993

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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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