

Chantrey House Nursery LTD

40 Chantrey Road, SHEFFIELD, S8 8QW

Inspection date

Previous inspection date

19/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 have opportunities to participate in a broad range of interesting and challenging activities both indoors and in the outdoor play area.
- Teaching is rooted in a good understanding of the Statutory framework for the Early Years Foundation Stage. Staff know how to make the most of learning opportunities and extend children's learning through play.
- Children and staff share a warm and affectionate relationship, resulting in children feeling happy, safe and emotionally secure. They work professionally with parents and other agencies to enable all children to reach their full potential.
- Children are well protected because managers and staff ensure effective risk assessments and sensible procedures, which ensure they are always well supervised and cared for, are in place.

It is not yet outstanding because

- Gaps in the provision of programmable, and information and communication technology means that the toddlers and pre-school children are not able to develop as swiftly in this area.
- Opportunities for children to understand what a word is by using, for example, labels, signs or notices are not fully embraced. Therefore, their well-focused awareness of print is not developed as effectively as possible.

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 activities in all three playrooms and the outside learning environment.
- The inspector took part in a joint observation with the manager of pre-school children in the outside learning environment.
- The inspector conducted a joint observation with the manager of daily routines, the learning environment and staff practice in the baby, toddler and pre-school rooms.
- The inspector held meetings with the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form, improvement plan and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nurseries own parental feedback.

Inspector

Tara Street

Full report

Information about the setting

Chantrey House Nursery LTD was opened in 2013 under new ownership. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted detached house, close to local amenities in the Woodseats area of Sheffield, and is managed by Chantrey House Nursery Limited. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday from 8am until 6pm for 51 weeks of the year, closing for bank holidays and for three days at Christmas. Children attend for a variety of sessions. Children are cared for from three main playrooms with older children cared for on the first floor which can be accessed by a stairway and there is an enclosed area available for outdoor play.

There are currently a total of 56 children attending, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

There are currently 13 staff working directly with the children. Of these, one holds an appropriate early years qualification at level 5, one at level 4, nine at level 3, one at level 2 and one is currently working towards an appropriate early years qualification at level 3. The nursery 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:

- increase opportunities for children to use a wide range of programmable and battery operated toys, as well as equipment involving information and communication technology, such as computers
- create an indoor and outdoor environment that is rich in print, signs, symbols and notices where children can learn more effectively about words.

Inspection judgements

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

Children of all ages and staff share a warm and affectionate relationship, resulting in the children arriving happily and feeling secure. Staff work successfully in partnership with parents, encouraging them to contribute to children's initial assessments, which they continually build upon. Such a partnership also enables staff to plan a broad range of interesting activities that sustains ongoing progression that begins with the children's interests. For example, their interest in nature led to a visit to a local butterfly farm where

children learnt about life cycles. Parents report that they are kept up-to-date about the progress children are making and are supported in developing children's learning at home, for instance, in learning how to form letters and recognising numbers. In addition, 'Home Nursery Books' are documents shared between parents and staff, to keep each other informed about any new progress being made.

All children are making good progress in relation to their starting points and pattern of attendance. Teaching is good because all staff have a comprehensive understanding about how young children learn and have a clear level of awareness about how to progress learning and development. As a result, staff plan a broad range of activities that effectively support children's interests and which focus on the prime areas of learning and enable children to progress well. Staff are very happy in their role, which has a positive impact in the children feeling a clear sense of belonging. Therefore, they are confident in experiencing activities that are new to them. For instance, they eagerly participate in a pottery decorating activity lead by a visitor to the nursery. Children chat easily and turn to staff for comfort when necessary. They have plenty of opportunities to develop physically when taking part in outdoor play, as they climb on static apparatus and play racing games. They excitedly race their cars down the ramp and enjoy pretending to fill them with petrol with a skipping rope.

Staff also plan for children's specific areas of learning, such as providing a wide range of accessible writing material with some of the older children being able to write their name clearly. However, not all areas are rich in print, signs, symbols and notices; this means children's good awareness of the written word is not promoted as well as possible. Mathematics is taught through fun activities, such as counting how many sheep they have, experimenting with how pieces of a number jigsaw fit together and singing counting songs and rhymes. Trips to the library stimulate children's interest in literature. They enjoy looking at books and listening to stories read to them by staff. They enjoy helping to turn the pages of the book and eagerly point and name the different objects they can see such as, a snake and mushrooms. Children experiment with musical instruments and enjoy listening and dancing to a variety of music on the CD player.

Children participate in many creative activities including sand and water play, painting. They happily explore a tray of soil, leaves, pine cones and small plastic insects with magnifying glasses. Babies are provided with a good range of sensory experiences that encourages their natural desire to explore. For example, staff effectively support babies to explore a basket of play food. They excitedly look through the basket and hold each object in the air for staff to name, such as, pineapple, bread, pepper, melon and potato. Others enjoy finding different objects and putting them in a tin, happily waving a beaded bracelet around and a shell. Staff use these opportunities well to extend young children vocabulary and language by naming them and putting words to their actions, such as, 'sparkly', 'open', 'pull', 'press' and 'lid'. Children celebrate major festivals, including Christmas, Chinese New Year and Easter, as well as their birthdays, which help to promote mutual respect and encourages children to value each other. Children who have special educational needs and/or disabilities are progressing well, due to staff's commitment and dedication in providing suitable care and adapting activities to enable all to participate. They work closely with outside agencies to seek further support and advice when necessary.

Children are fully supported in acquiring the skills needed to develop and learn effectively, so they are ready for their next stage in their learning as well as preparing them for school. Teaching methods successfully result in children's needs being met, as staff build an easy rapport and create a welcoming nursery where children are eager to learn. Staff provide challenge for the older or more able child and spend the majority of their time interacting and playing with the children to help extend their learning. Staff consistently pitch questions at the right level for each child, with open-ended questions, which encourage children to think and demonstrate what they know and understand. Staff observe and assess learning regularly and use this information to plan what children need to learn next. They encourage children to solve problems during play, such as to work out how to make use of computerised technology. However, opportunities for toddlers and pre-school children to use a wide range of information and communication technology, or programmable and battery operated toys are variable. Consequently, children have not been developing as swiftly as they could in this aspect of learning. Staff value children's individual learning styles, such as recognising that some children learn better in the outdoor play area and so plenty of time is awarded to this activity.

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

Each child has a key person assigned to them, which is successful in raising children's self-esteem, confidence and emotional well-being. This is due to children being able to seek the assistance and comfort of an adult who knows them well. For instance, babies snuggle in for bottle feeds and enjoy a cuddle as they doze off to sleep. Staff have high expectations of children, and as they are secure, this results in them learning to manage their own behaviour, making for a harmonious atmosphere. They are considerate to their friends, for example, helping to push them on the swings outside or sweeping the floor after playing in the sand tray. Staff manage transitions between playrooms effectively, with children having plenty of opportunities to visit for short periods, which is gradually lengthened until children settle happily. They also play together in the mornings and join each other on outings or during dinner times.

Children are developing a good understanding about the importance of leading a healthy lifestyle. They cultivate various vegetables, such as tomatoes, and learn about the foods that are good for their growing bodies. Children benefit from freshly prepared food cooked on the premises by a cook and alternatives are always available to the menu. They are learning about the importance of self-care, resulting in them becoming ever more independent, for example, putting on their own coat and shoes for outdoor play. Babies have a designated sleep area, where they can rest undisturbed. This is constantly monitored to ensure their well-being as they sleep. Staff work directly with the children for much of the time and make effective use of the resources that are available. Suitable and age-appropriate resources are stored within children's reach, such as a wide range of books, games and dressing-up clothes that children access independently.

Children are learning to keep themselves safe during play, such as when handling scissors and when playing on bikes outside. Staff teach children well about how to manage risks

when playing with their friends, such as to consider the need for possible extra space while being adventurous and exploring their learning environment.

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

Staff have a good understanding of the safeguarding and welfare requirements, with the manager following effective procedures for appointing and vetting new staff. All required policies and procedures are in place to assist in the smooth running of the nursery. Staff have a very clear understanding about how to protect children should they have a concern, and there is a recently updated written policy to which all staff adhere. Children are cared for in a safe and secure environment and staff carry out daily visual checks, enabling them to minimise potential risks to children. Any incidents concerning children's well-being are successfully reviewed, which helps staff to continually improve the environment for children.

Staff work very well as a team, making for a pleasant environment. They meet regularly to review and evaluate their practice. Staff share an ambition to help continuously improve outcomes for children. There is an effective system of identifying areas for development within all playrooms and garden, that all staff participate in. Planning and assessment are suitably monitored with sufficient depth and breadth, which enables staff to target individuals who require extra support and to seek appropriate intervention. An effective system for performance management is consistently applied, which leads to an effective and well-established programme of professional development. As a result, staff are well qualified and the quality of the learning environment and planned activities are well matched to children's individual needs and interests. Robust self-evaluation takes into account the views of children, staff and parents, to help drive improvement and supports children's achievement over time. Weaknesses are identified and clear action plans help to tackle and make continuous improvement.

Partnership with parents is effective. Parents report that staff are 'friendly' and they appreciate staff teaching them about the different areas of learning, as this helps them to continue children's learning at home. They are kept up-to-date about their children's progress and have the opportunity to share their opinions and concerns during arrival and departure, as well as pre-arranged times. Good partnership working with a broad range of professionals, such as speech and language therapists, help to target, support and review the arrangements for children with special educational needs and/or disabilities, which include the local authority. They also establish links with local schools and children's centres that children also attend, resulting in consistency of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463691
Local authority	Sheffield
Inspection number	919606
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	56
Name of provider	Chantrey House Nursery Limited
Date of previous inspection	not applicable
Telephone number	01142500996

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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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