

Woodhouse Nursery

53 Beighton Road, Woodhouse, SHEFFIELD, S13 7PN

Inspection date

08/11/2013

Previous inspection date

26/06/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 requires improvement

- Young children develop positive relationships as they form good emotional bonds with staff and other children. This promotes their emotional well-being appropriately.
- Staff use their observations to plan a suitable range of activities that children enjoy. Consequently, children are willing to participate and learn.
- Children's development and progress is supported through appropriate partnerships with other professionals and parents. Children are well supervised and child protection procedures are clear and understood by all staff.

It is not yet good because

- A wide range of resources are not yet readily available to create an interesting and exciting environment. This minimises children's learning and full enjoyment.
- Managers have not yet implemented all of the identified plans, to create a bright and challenging environment. This means that improvements to the premises, equipment and some hygiene procedures are not yet fully established which hinders children's health and safety.
- There is room for staff to provide more opportunities for children to use their home languages as part of the everyday routines and to increase the range of print in the environment to support children's early reading and writing skills more effectively.
- Self-evaluation and monitoring by managers is not yet effective in driving forward improvements and raising quality quickly enough.

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 four play rooms and 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 managers and owners 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 form information included in the nurseries own parental feedback.

Inspector

Tara Street

Full report

Information about the setting

Woodhouse Nursery originally opened in 1997 and re-registered in 2012 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 large detached property in the Woodhouse area of Sheffield, and is managed by Sunningdale (Yorkshire) Limited. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday all year round, excluding bank holidays. Sessions are from 8am until 6pm and the nursery also offers before and after school care and holiday provision. Children attend for a variety of sessions. It operates from four play rooms and there is an enclosed area available for outdoor play.

There are currently 107 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery also offers care to children aged from five to 11 years of age. It supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently 20 staff working directly with the children, all of whom have an appropriate early year qualification. Of these, three staff have qualifications at level 6, two at level 5, one of which is working towards Early Years Professional Status, three at level 4 and 12 at level 3. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- prevent the potential spread of infection by, maintaining the premises and equipment in a clean and hygienic condition; particularly with regard to the toys and equipment in the outdoor play area, the nappy changing area, potties and flooring in the baby and toddler rooms and the storage of cleaning equipment in the toddler bathroom
- create and use a more stimulating, well-resourced indoor and outdoor environment by using children's assessments more effectively to identify their individual learning needs, so that they develop their own ideas, make links between ideas and develop strategies for doing things such as, encouraging them to fully explore the natural world and talk about things they observe.

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

- improve opportunities for children whose home language is other than English to use that language throughout the day in order to enhance how they feel valued
- develop further the provision for literacy by creating an indoor and outdoor environment that is rich in print where children can learn about words, for example, by using names, signs, posters and word banks
- 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**

Staff provide a suitable range of activities, based on what they know children like to do and enjoy. For example, they know that some children are particularly interested in dinosaurs. This guides their planning, so that dinosaur toys and themes are used to encourage children's involvement in enjoyable activities such as, interest trays and sand play. As a result, they are keen to participate and learn. However, teaching requires improvement because at times, there are too few resources made readily accessible to create truly inspiring and meaningful activities based on children's assessments and individual learning needs. This results in some limited learning opportunities and hinders children's ability to develop their own ideas, make links between ideas and develop strategies for doing things. For example, an activity with two dolls and four very small

sponges in the water tray, planned to link children's thinking to familiar experiences, became quickly ineffective. This was due to the lack of resources to engage children's interest further or to extend this play in other ways. Despite this, some children enjoy washing the babies and this creates an enjoyable sensory experience, where they learn to care for others in a gentle way. Children are offered planned outdoor time, where they can be physically active and develop their coordination and balance through their fine and large movements. For example, children enjoy riding wheeled vehicles, use bats and balls to throw and catch and eagerly paint pictures at the easel. However, the outdoor learning environment lacks inspiration and challenge in some areas. Consequently, at times children have few opportunities to extend their creativity and imagination, or to fully explore the natural world. However, through planned events, such as growing herbs and vegetables they develop their understanding of growth and change over time.

Younger children receive satisfactory levels of support from staff to enrich their communication, language and literacy development. They listen carefully to and enjoy rhythmic patterns in story sequences at circle times. They frequently imitate words and sounds that are familiar to them when singing along to 'Wheels on the Bus' and 'Five Little Monkeys', as staff encourage them well to join in with well-known parts of a song. Staff appropriately extend younger children's vocabulary skills. For example, they introduce words, such as 'squeeze', 'press' and 'roll' when playing with dough and rolling pins. Other children are supported appropriately to name the different animals in the dried pasta tray such as, elephant, lion and hippopotamus. Staff satisfactorily support babies and toddlers to recognise and start to name the red, yellow and green balls in the ball pool. As a result, children of all ages learn to listen and to repeat new words as they play. However, children who speak English as an additional language are not as well supported. This is because staff do not take every opportunity for children whose home language is other than English to use that language in the nursery, to enhance how they feel valued. For example, by singing songs, providing dual language books or making more use of key words in their home language. An appropriate range of resources, which allows writing on the move and provides opportunities to develop writing skills outside, such as free painting and writing letters in the sand tray, engages those more reluctant writers. As a result older children are making progress from making simple marks and patterns to forming recognisable words and letters. However, there is little print around both the indoor and outside environment such as, names, signs, posters and word banks, for children to learn to recognise familiar letters and develop further the skills they need for reading. Staff offer positive praise to support children's pride and satisfaction in their achievements. Older children learn about volume and capacity as they delight in pouring water from one container to another or through funnels into tubes. They confidently count how many balls they have when playing outside and as a result, children develop appropriate number awareness and recognition.

Parents receive useful information about their child's development and progress, through key person discussions, daily care sheets and planned consultation events. This enables them to support their child's learning at home and to talk to their children about their daily events and experiences. Staff appropriately complete the progress check at two years for children within that age range and share this with parents and health visitors. Other childcare professionals, such as specialist support workers, teachers and autism inclusion and speech and language workers, are actively involved in the assessment process,

particularly for those children with special educational needs and/or disabilities. This partnership working ensures that children are appropriately prepared for their transfer between rooms and to school.

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

Children are happy and settle well, because staff treat them with kindness and respect. Senior staff have a secure understanding of their key person role and responsibilities, so that children feel emotionally safe and re-assured in their care. For example, staff, particularly those in the baby and toddler rooms, share and discuss relevant information with parents to make sure that each child follows their individual daily routine. Consequently, children behave well and show care and consideration towards each other. For instance, young children spontaneously offer a gentle kiss and cuddle to others, who show signs of being tired and in need of comfort. This helps them to develop strong bonds and friendships. Children are well supported in their transitions within the nursery. Settling-in sessions are undertaken in consultation with parents and consequently, children's individual welfare and development needs are appropriately supported, resulting in settled and secure children. This is particularly successful for children with special educational needs and/or disabilities and as a result they develop their confidence well. Children move freely and safely around the nursery rooms, developing the confidence to explore their surroundings. Older children competently manage their personal care routines, as they wash their hands and find their own coats before outside play, with increasing levels of independence.

Children enjoy nutritious meals and snacks, which provide a good balance of freshly prepared meat, vegetable and fruit ingredients. Children are beginning to understand the difference between 'healthy' and 'unhealthy' food, through discussion and planned topics. They have good access to drinking water to prevent them becoming too thirsty, particularly during hot weather or after exercise. Staff have a clear awareness of how to support children's individual dietary and medical requirements, adopting safe and inclusive practice. Children enjoy fresh air and exercise when they play outdoors. Young children sleep and rest according to their own preferences. This helps them to adopt a healthy lifestyle.

Rooms and resources are generally well-maintained because staff follow basic hygiene procedures, such as using anti-bacterial spray to clean the nappy changing mats. Food preparation areas in the kitchen are cleaned in-line with environmental health guidelines. However, staff store used mops and the toilet brush in the end toilet in the toddler bathroom, which is not secured to prevent children from entering. In addition not all potties and areas surrounding nappy changing facilities are kept in a sufficiently clean condition. This potentially increases the risk of cross-contamination and compromises children's good health. Some of the indoor and outdoor areas are showing significant signs of wear and tear. For example, the outdoor toys and equipment are unclean and the carpet in the baby and toddler rooms are worn and not always sufficiently cleaned before the day starts. However, the provider and managers are taking positive steps to address this over time, through a targeted programme of refurbishment. Although, progress is slow. Children are closely supervised by staff at all times, ensuring their safe care. Suitable

arrangements exist for authorised entry to the premises and the identity of visitors is checked and recorded on arrival.

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

Safeguarding policies and practice are clear, including the action to be taken in the event of an allegation being made against a member of staff, which means that children are kept safe and protected from abuse. Staff are vigilant about security and supervision measures and keep a close and watchful eye on children in their care. All staff have been checked for suitability, through a clear recruitment, induction and appraisal process. Matters of unprofessional conduct are dealt with promptly by the senior management team. This ensures children's safety and well-being at all times. Staff demonstrate sufficient knowledge and understanding of how to support children's development because they plan a satisfactory programme of events, which cover all areas of learning. They are familiar with children's individual interests through their ongoing observations. However, some resources are often poorly organised, which inhibits planned learning intentions. Consequently, children make satisfactory progress towards the early learning goals.

Managers are beginning to monitor the effectiveness of the educational programmes and teaching and learning, by observing staff practice. They have targeted plans in place to rectify identified weaknesses in teaching, learning and the organisation of rooms and resources. Consequently, staff training is prioritised to bring about improved outcomes for children. For example, staff have recently attended training on communication and interaction skills, to support children's early language development. This is beginning to have a beneficial impact on children's communication skills and enjoyment of stories and rhymes. Satisfactory systems are in place to support the ongoing evaluation of the nursery. For example, managers take account of the views of children, parents and staff to analyse what the nursery does well and to identify where improvements can be made. They work closely with partners to seek additional help and support. As a result, they have a list of things they want to put in place to improve the planning and assessment systems and indoor and outdoor environment. However, there is room to improve the self-evaluation of the provision so that staff can more accurately identify for themselves further ways to improve the overall quality of the nursery, and focus on raising the levels of children's achievements. In addition plans have been slow to materialise, due to recent changes in the organisation and management of the nursery. This means that children do not yet benefit from a fully inspirational and challenging environment. Consequently, while their care and safety is well-managed, their learning opportunities are not fully extended.

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. This ensures that children are happy and emotionally secure. Transition documents are completed when children move on to school, supporting them appropriately at times of change.

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
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	EY441272
Local authority	Sheffield
Inspection number	919128
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	107
Name of provider	Sunningdale (Yorkshire) Limited
Date of previous inspection	26/06/2012
Telephone number	0114 2693929

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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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