

# The Sheffield College Nursery & Childcare Service: Castle

Castle Centre, Granville Road, SHEFFIELD, South Yorkshire, S2 2RL

<b>Inspection date</b>	18/12/2014
Previous inspection date	20/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff have a skilful understanding of how children learn best. Consequently, teaching is good and children are making good progress in their learning and development.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Arrangements for safeguarding children, including safer recruitment procedures, are strong and well embedded, so that children are protected from harm or neglect.
- Partnerships with parents and other professionals are strong. Consequently, children benefit from a collaborative approach to their learning.
- Leadership and management are good. The management is proactive in self-evaluative practice. As a result, children's learning experiences continually improve.

### It is not yet outstanding because

- Systems for monitoring staff performance do not involve staff observing each other's practice to enhance the already good quality teaching to an outstanding level, in order to maximise children's attainment.
- Younger children's ability to make independent choices is not always fully supported. This is with particular regard to the books they are able to access.

## **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 the three playrooms and the outside areas.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector held meetings with the manager of the provision.
- 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 nurseries self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of inspection.

**Inspector**  
Ruth Moore

## Full report

### Information about the setting

The Sheffield College Nursery & Childcare Service: Castle was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the city centre of Sheffield, and is managed by a private owner. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs 20 members of childcare staff. Of these 15 hold appropriate early years qualifications at level 3, two hold qualifications at level 5 and one has achieved Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 125 children on roll, of whom 120 children 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 educational needs and/or disabilities.

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

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

- strengthen the monitoring of teaching practice further, for example, by introducing peer observations to support staff in achieving outstanding teaching practice, to benefit all children
- build on younger children's ability to make independent choices, for example, by making a wider selection of books consistently available for children to choose.

## Inspection judgements

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

Children make good progress in their learning because staff are knowledgeable about how children learn and are well informed about their individual needs. Staff gather information about children's starting points from parents when they first join, and discuss their progress on an ongoing basis. Parents are supported with their children's learning at home as information on children's progress and next steps is discussed regularly, with staff offering advice and support materials. Furthermore, parents are also involved in the progress check for children between the ages of two and three years. This means that they are well informed about their child's development in the three prime areas of learning. Staff carefully evaluate each activity and children's next steps to help identify and narrow gaps in children's learning. This helps to support children's progress or identify if there are any concerns, so that further support can be put in place. Consequently, all children attending the nursery, including the two-year-olds, make good progress in their

learning and development.

Staff have a good understanding of the Early Years Foundation Stage. They are knowledgeable about how young children learn. As a result, their teaching is very good and effective, and fully supports children to make clear progress in their learning and development. Staff undertake purposeful observations and assessments that highlight individual interests and next steps in learning. Planning is completed regularly, and there is a good balance of child-initiated activities, and activities led by adults, that cover the seven areas of learning. Staff regularly track and monitor individual children's progress across the seven areas of learning. This means that any gaps are identified promptly and targeted effectively through good teaching and relevant activities. All staff respond well to children's emerging needs and interests, and guide their development through positive interactions. Children are very interested in learning and are confident. Consequently, children make good progress in their learning and development and are well prepared for their move on to school. Staff support children's personal, social and emotional development alongside their communication and language skills during play. Staff have attended recent training in this area of learning and use effective methods in their teaching. Children now have an enriched communication and language environment where individual needs are fully supported. Consequently, children's development in this area is strong. High levels of support are given to children with special educational needs and/or disabilities as staff are fully committed to working closely with families and outside agencies. Education and play plans are well targeted and implemented in daily activities and routines. Advice from professionals involved with children is used by key persons to inform their individual planning. This helps key persons ensure that children make good progress in the areas where they need extra support.

Staff have worked hard to develop strong partnerships with parents. Children have individual learning and development files containing on-entry assessments, examples of their work, observations and photographs as evidence of their learning. Parents have access to this information, which keeps them informed about their child's progress. Parents are extremely complimentary about the nursery and the impact it has on their child's good progress. These enhanced partnerships enable children to make good progress as a result of consistency and coherence.

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

An exceptionally well-established key-person system helps children to make a smooth move between home and the nursery. Staff fully appreciate the value of working with parents and other agencies to obtain comprehensive and detailed information prior to a child beginning at the nursery. In this way, they are extremely aware of children's needs, and are in a position to meet them as soon as a child starts nursery. A very flexible induction system for all new children helps to ensure that each child is emotionally ready for the move to nursery. Moves within the nursery are sensitively handled. They are timed to fit in with the individual needs of children and families. This further supports children's good levels of confidence.

Wall displays enhance the nursery environment and give children a sense of belonging and self-awareness. There is a wide range of toys and equipment, which provide good levels of challenge and interest to support children's learning in the seven areas. Play spaces are extremely well organised and resources are of good quality, and stored at age-appropriate heights. However, younger children are not always able to access the books they are interested in because they are stored in a cupboard or at a higher level, which is not easily reached. Therefore, children are not always able to make independent choices about their play.

Staff are good role models. They skilfully use positive strategies to reinforce their expectations to children and recognise their efforts and achievements. Children receive regular praise and encouragement and are sensitively supported in learning how to understand and manage feelings. As a result, children's behaviour is very good and they quickly learn what is expected of them and develop their understanding of right and wrong. Through every day routines and play, staff encourage children to share and take turns. This supports children in having cooperative and harmonious relationships with their peers. Consequently, children are making a wide range of relationships and developing good social skills in preparation for the later move on to school. Children have a good understanding of ways in which they can keep themselves safe. They take part in fire evacuation drills and they know to listen to staff. Even the youngest children tidy up toys so that they do not step on them and hurt themselves. Children develop a secure understanding of the importance of living a healthy lifestyle. Staff demonstrate their knowledge of health and nutrition for young children and how to combine their dietary likes with their nutritional needs for growth and development. Snack time is a social occasion, which the children benefit from greatly by sitting at the table and chatting about food. Children are encouraged to choose their own snack out of a choice of cereals and they are supported to help themselves to freely available milk and water. As a result, independence skills are promoted well. Thorough hygiene practices are in place for all children to minimise the risk of cross-infection. These include hand washing before snack time and after messy play. Children are shown how to blow their noses and encouraged to dispose of the tissue quickly. Children use the outdoor environment throughout the year to enjoy sand, number ball games and enjoy being very active on climbing frames. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air and exercise.

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

The management ensures that safeguarding is given high priority and all staff working in the nursery are fully aware of their responsibilities to protect children from abuse and neglect. The nursery has robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children. All staff attend regular safeguarding training and hold a paediatric first-aid certificate. All documentation related to safeguarding and welfare requirements is completed to a high standard to support the safe and effective running of the nursery. Comprehensive policies and procedures to

promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises, outings and resources are in place and appropriate steps are taken to minimise any identified hazards. All accidents in the nursery are regularly reviewed, enabling staff to act quickly to collate and analyse information and minimise further accidents. All staff are checked for their suitability to work with children and they are deployed effectively to ensure that children are supervised well at all times. Security is good and vigilant procedures ensure that unauthorised access to children is prevented. As a result, children are kept safe.

The management and their team are well qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage, and their role in overseeing the teaching and learning in the nursery. The managers take overall responsibility for overseeing the educational programmes, ensuring that they are implemented effectively. In addition, they monitor children's learning records regularly, to make sure that they are up to date and that observations and tracking reflect children's learning and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The managers support staff practice through regular team meetings, supervisions and appraisals. However, although the monitoring of staff practice is good, it is not yet rigorous enough to ensure the quality of teaching is consistently of an exceptionally high standard, so that children benefit from even more highly stimulating and motivating learning experiences. Staff are encouraged to consider their own training needs and where they feel they may require extra support to improve and achieve in their own professional development. The management have created a comprehensive evaluation plan to keep driving the already good provision forward. Parents' views are also valued and these are sought through the use of parent questionnaires and verbal feedback. This keeps parents fully involved in any changes to the environment or service they receive. Since the last inspection, children's planning is regularly monitored to ensure it meets the needs of all children. In addition, parents have regular opportunities to contribute to children's records.

Staff value the effective partnerships they establish with parents and other professionals. Parents and carers are well informed about how the provision operates, and their child's progress, achievements and daily experiences. As a result, children develop the skills necessary for future life, and make good progress in all aspects of their learning and development. Parents and carers speak highly about the setting, the management and staff team. Partnerships with other professionals are equally effective. The setting supports children who have special educational needs and/or disabilities and children who have English as an additional language. Interventions are sought at the early stages to identify any individual falling behind their peers or below their expected achievements. Staff are proactive in seeking expert help and support from health and social care professionals to ensure that children and families receive the support they need. This results in children's needs being met effectively and relevant support services being involved.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	300858
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	867272
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Sheffield College
<b>Date of previous inspection</b>	20/11/2008
<b>Telephone number</b>	0114 260 2125 or 0114 260 3213

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

