

Gresley Road Family Centre Nursery

Inspection report for early years provision

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Inspection date 16/07/2012
Inspector Tara Street

Setting address Gresley Road, Lowedges, Sheffield, South Yorkshire, S8
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Telephone number 01142375095
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Gresley Road Family Centre Nursery opened on 16 April 2012 and is run by a partnership between Barnardo's and Sheffield City Council with Barnardos having lead responsibility. It was registered in February 2012 and operates from a purpose built building in the Lowedges area of Sheffield, South Yorkshire. Children have access to a secure, enclosed outdoor play area. The local children's centre has a designated room within the building. A maximum of 32 children aged under eight years may attend the nursery at any one time, and of these, not more than 16 may be aged two years. The nursery currently takes children from two to five years of age. The nursery is open Monday to Friday from 8.45am to 11.45am and from 12.30pm to 3.30pm during term time only. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 32 children on roll who are all within the early years age range. Of these, 13 are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, two hold Early Years Professional Status, one holds a degree in Early Childhood Studies, one holds a foundation degree in early years and two hold a qualification at level 3 in early years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to the nursery and achieve well in a bright, stimulating and inclusive environment. Overall, they enjoy an interesting range of indoor and outdoor activities which cover most areas of learning well. Staff successfully meet each child's individual needs and policies and procedures are implemented effectively to safeguard and promote children's welfare. Overall, staff work hard to build strong relationships with parents, carers and other early years professionals. The manager and staff are aware of the nurseries strengths and demonstrate a good commitment to continually improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further, the outdoor environment so that it is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's differing interests, understandings, home backgrounds

- and culture
- plan and implement a wider range of activities, for example, visitors which enable children to explore the local community and develop their understanding of the world around them
- develop further ways to involve parents and carers as part of the ongoing observation and assessment process and to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because all staff have a good understanding of safeguarding and child protection issues. Detailed policies and procedures are fully implemented to ensure children's safety in the indoor and outdoor areas. Thorough risk assessments are carried out regularly to minimise danger and keep children safe. There are robust collection procedures in place and high security within the nursery. There are thorough systems in place for the recruitment and vetting of all staff and adults who work with the children. Staff are vigilant in supervising the children to ensure their safety and a good range of equipment is used that is safe and suitable for their age.

The nursery is well-led and managed and there are good self-evaluation systems in place, which ensure that improvements have a positive impact on the children's experiences. The manager and staff value the views of parents and carers and take these into consideration when identifying areas for development. There are detailed plans in place for future improvements. Staff attend regular training and have a secure understanding of their roles and responsibilities, meaning that children are well cared for and enjoy a safe play environment. Equality and diversity is actively promoted and staff are committed to inclusive practice. They know each of the children well and they ensure that their individual needs are met as fully as possible.

The nursery has developed positive relationships with parents and carers. They are provided with a range of good quality information, such as, daily discussions, newsletters and an informative parent's notice board. However, systems to enable parents and carers to review their child's progress regularly and contribute to their child's learning and development record are less well developed. Consequently, opportunities to explore different approaches to supporting children are not always identified. In spite of this, parents are very satisfied with the service they receive and comment favourably on the caring ethos of the nursery. The nursery has forged good links with other early years professionals and with staff from the local schools that the children on roll will eventually attend. This supports the children's transition into formal education and helps to maintain continuity of their care and learning. In addition, the nursery has established good links with outside agencies to ensure children with special educational needs and/or disabilities and those who speak English as an additional language are effectively supported.

The quality and standards of the early years provision and outcomes for children

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result, children show care and concern for each other and the environment and form good relationships with staff and other children. Planning systems are very clear and detailed to provide a varied range of play opportunities for children. Good consideration is given to children's interests as well as their stage of development. There is a good balance of adult-led activities as well as free play. Detailed and useful records of children's progress are used well by staff. As a result, all children are given effective support to enable them to make good progress.

Children play well together, without adult involvement, which develops their social skills. For example, children eagerly play in the sand and water trays and share the various resources available. They are beginning to learn that print carries meaning as they self-register on arrival and are encouraged to write their name on their own work. They are well supported to mark-make and have access to a good variety of crayons, chalks and paint, which develops their early writing skills. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. For example, children enjoy the challenge of matching and sorting a variety of objects into colour groups. Such skills ensure they are well prepared for their future success. Children's creativity is effectively supported through good access to a range of role play equipment, construction toys and to a range of art and collage materials. For example, children chat happily together as they use dough, rolling pins and empty food containers to make a cake before putting it in the pretend oven to cook. Other children eagerly paint pictures or build castles and boats from large wooden blocks. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a good range of resources gives positive images of themselves or diversity within society. However, visitors and local resources are not always fully utilised to further enhance children's understanding of their community and the locality.

Children demonstrate a growing awareness of their own health and hygiene needs. They are fully aware of the importance of brushing their teeth and washing their hands before snack time. They enjoy a range of healthy snacks each day such as, grapes, apple and banana which help to promote children's understanding of healthy eating. They also freely access drinking water throughout the session ensuring that they remain hydrated. Children's physical skills are effectively promoted. They eagerly participate in games, balance and climb on small equipment and negotiate obstacles when riding wheeled vehicles. However, the range of signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs in the outdoor environment that take into account children's differing interests, understandings, home backgrounds and culture are less well developed. Children use tools with skill and are aware of hazards as they build with construction resources or play with sand. They like to help and happily tidy away resources at the end of the session. Clear boundaries and sensitive guidance helps

the children to behave well. For instance, they are reminded to use good manners and are encouraged to listen when others are speaking. This promotes their personal and social development and supports the development of effective communication skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met