

# Mazehill Nursery and Pre-School

61-65 Burncross Road, Chapeltown, Sheffield, S35 1RX

<b>Inspection date</b>	07/08/2013
Previous inspection date	27/01/2009

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

- The educational programmes have depth and breadth across the seven areas of learning. Consequently, children are provided with interesting and challenging activities that motivate them.
- Children's well-being and their independence is effectively promoted because the key person system is well-established and helps children to form secure attachments. As a result, children have good relationships with the staff.
- Children are well prepared for the next stages in their learning because the quality of teaching is good.
- Thorough self-evaluation takes into account the views of staff, children and their parents which ensures a clear and successful improvement plan is in place, which supports the drive for continuous improvement.

### It is not yet outstanding because

- Opportunities for children to learn about their similarities and differences are not fully maximised to extend their awareness of the wider world and promote an understanding of others.
- There is room to strengthen opportunities for parents to engage in their child's 'learning journey' to better support their learning at home and provide further continuity in their development.

## 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 held meetings and conducted a joint observation with the manager.
- The inspector observed activities in the four play rooms and the outside learning environment.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

**Inspector**  
Sarah Taylor

## Full Report

### Information about the setting

Mazehill Nursery and Pre-School opened in 2008 and operates from one purpose built unit and an adjacent converted building in the Chapeltown area of Sheffield. The nursery is privately owned by 1st Safari Day Nurseries Limited, who also operate two other childcare settings. The nursery is open each weekday from 7.45am to 6pm for 52 weeks of the year. All children have access to enclosed outdoor play areas.

There are currently 120 children aged from birth to under five years on roll. Children come from the local and wider communities and attend for a variety of sessions. The nursery employs 16 qualified staff, including the manager, who all hold appropriate early years qualifications, one of whom holds Early Years Professional Status. The setting also employs a cook.

The nursery receives support from the local authority. The nursery is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- enhance opportunities for children to learn about their similarities and differences, for example, by providing further resources and photographs that extend children's understanding of the wider world and promotes an understanding of others
- strengthen methods for sharing information about the child's learning, so that opportunities to learn at home are identified so that children fully benefit from a shared understanding and common approach to supporting their learning and development.

## Inspection judgements

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

Children are provided with interesting and exciting activities that challenge and motivate them. All staff have a good knowledge and understanding of the learning and development requirements for the Early Years Foundation Stage, which enables them to ensure the educational programmes that cover the seven areas of learning. As a result,

children make good progress in their learning and development including those with special educational needs and/or disabilities. Staff have high expectations of all children in their care. They use detailed observations to identify the next steps in children's learning and plan accordingly. Staff have a very good knowledge and understanding of the children's individual needs. They regularly assess children's progress and because they work with parents from the onset of care to ascertain children's starting points they are able to plan activities that support children's emerging learning needs. Staff complete the required progress check at age two and share this with parents. The staff work closely with parents through ongoing dialogue and share the detailed children's record books to show the progress they are making over time, this supports parents to understand their child's development. However, there is scope to extend this further to provide more links with potential learning opportunities at home, to enhance children's overall development.

Children thoroughly enjoy their time at the nursery. They love splashing in the water outside and eagerly fill the different sized buckets and empty them out. Staff extend this activity further by asking children questions that encourage them to explore volume and capacity. For example, they ask children, 'do you need more or less water' and 'is it full or empty'. This challenges children's thinking and teaches them simple mathematical concepts. Staff interact well with the children whilst they construct towers from cardboard tubes in the construction area. The children carefully use their balance and coordination to stack the tubes, and squeal in delight when they knock them down. As a result, children are developing their physical skills and are beginning to explore why things happen.

Children love playing outdoors and readily access a range of resources. For example, young children love making marks with the finger paints onto paper, while staff ask them how it feels and what colours they are using. Children enjoy frequent outings to the local shops and parks, which provides opportunities for children to explore the local community. However, there is scope to extend the range of resources and photographs to raise children's awareness of the similarities and differences in themselves and others, to promote their understanding of the wider world. Older children develop their early writing skills as they use chalks to write their names on the walls outside, this supports children's communication skills and ensures they are well prepared for the next steps in their learning and eventually the move to school.

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

Children form secure attachments with their key workers which promotes their well-being and independence. Staff are good role models and are well deployed to enable them to support children's individual needs. Consequently, relationships are strong at all levels which supports children's personal, social and emotional development. Young babies enjoy 'snuggling in' to look at books with their key worker and they receive lots of cuddles and reassurance, which supports them to develop a sense of belonging. Staff work closely with parents from the onset to obtain detailed information about their child's care needs. This ensures that children's move from home into the setting is a smooth process and promotes children's physical and emotional well-being. When children move between rooms in the nursery this is very well planned. For example, staff arrange settling in visits for the children and children spend time with their new key person. This ensures children

are settled and secure and feel safe in their environment. Staff have established positive relationships with local schools where children will attend. They take children on visits to the school and invite their teachers into the nursery. This helps children to be prepared for the move to school when the time comes.

Staff have a good understanding of and give a high priority to the safety of children. Children's behaviour demonstrates that they feel safe in the setting. For example, they share and take turns with their peers and follow simple rules such as, walking indoors rather than running. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy lifestyle. For example, they talk to children about the different food groups and children enjoy access to a range of healthy snacks and meals. Children are independent they get a drink when they need one and the older and more able children are very confident to wash their own hands as needed. This supports children to adopt good hygiene practices and develops their independence skills. Children are learning how to keep themselves safe because staff get them involved in the regular fire drills. Regular risk assessments which children are involved in carrying out, further promotes their understanding of the importance of staying safe. There is a stimulating, well-resourced spacious and welcoming environment, both in and outdoors, which supports children's all-round development. Children freely access the outdoor play areas which ensures they receive daily opportunities for fresh air and exercise.

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

The manager has a very good understanding of her role and her responsibility to meet the requirements for the Statutory framework for the Early Years Foundation Stage. She has a good overview of the curriculum because her monitoring of the educational programmes is robust. Consequently, staff are able to identify any gaps in children's learning and provide additional support to children should they need it. The nursery has established good links with other schools and professionals, to ensure they can complement and meet the needs of all children in their care. The nursery has a number of children with special educational needs and works closely with outside agencies such as, speech and language therapists and family support workers to ensure their needs are well met and that any gaps in their learning are effectively closing.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the manager and all staff, and these are well met as a result. Staff are familiar with the signs and symptoms of abuse and understand how to respond to any concerns they may have about children in their care. Regular risk assessments and procedures for accidents and the administration of medication further ensure children's safety is effectively promoted. Staff to child ratios are consistently high and there are named deputy managers who take responsibility for the nursery in the absence of the manager. Recruitment procedures are robust and all staff are suitably vetted and receive a thorough induction before starting work at the nursery.

The system for monitoring staff performance is good. Staff receive regular appraisals with

the manager and there are good opportunities for staff to attend training such as, safeguarding, first aid and curriculum development. This supports staff development and ensures staff have a good knowledge of the Early Years Foundation Stage and how to meet the needs of children in their care. Thorough self-evaluation takes into account the views of staff, children and their parents and the drive for improvement is demonstrated by a clear and successful improvement plan. The nursery has met all recommendations raised at the last inspection which demonstrates a strong commitment to continuous improvement.

Partnership with parents is good and parents spoken to on the day of the inspection were highly complimentary about the nursery. For example, parents state, 'I am more than happy with the care at the nursery' and 'Staff are very professional and I am very happy with the progress my child is making'.

### **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	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

<b>Unique reference number</b>	EY365933
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	915414
<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>	83
<b>Number of children on roll</b>	120
<b>Name of provider</b>	1st Safari Day Nurseries Ltd
<b>Date of previous inspection</b>	27/01/2009
<b>Telephone number</b>	0114 245 4500

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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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