

# University of Sheffield Union of Students Nursery

93 Brunswick Street, Sheffield, South Yorkshire, S10 2FL

<b>Inspection date</b>	31/10/2014
Previous inspection date	06/01/2010

<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

- Teaching is good. As a result, children are developing the skills, attitudes and dispositions ready for next stage in their learning.
- Staff consistently create strong attachments with the children. As a result, children are settled and happy.
- Staff are diligent in protecting children and ensuring their safety. As a result, children benefit from being cared for in a safe and secure environment and are protected from harm.
- Partnerships with parents are very good. This helps to ensure that children are given good levels of support to meet their individual needs.

### It is not yet outstanding because

- Staff do not always fully support children to consolidate or extend their mathematical thinking and skills.

## 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.

## Inspection activities

- The inspector looked around all the rooms and the outdoor area of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector viewed and discussed self-evaluation with the manager.
- The inspector held discussions with the manager and teachers.
- The inspector took account of the views of parents spoken to on the day.
- The inspector viewed and discussed policies and procedures with the manager and the deputy manager.

## Inspector

Diane Williamson

## Full report

### Information about the setting

University of Sheffield Union of Students Nursery was registered in 1976 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from a converted house on the Sheffield University campus in Sheffield. It is a not for profit organisation. The nursery serves the local and surrounding areas and is accessible to all children. The nursery opens Monday to Friday, from 8am to 6pm, all year round. There are currently 90 children on roll, all of whom are in the early years age range. The nursery currently employs 22 staff, of whom 14 hold relevant childcare qualifications at level 3 and above, and three hold the early years professional status. The nursery supports children who speak English as an additional language. The nursery provides funded early education for two-and three-year-old children. 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 and staff support for children to consolidate and extend their mathematical thinking and skills.

### Inspection judgements

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

Teaching is good because staff have a very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The nursery is warm and welcoming despite undergoing current building works to improve the environment further. Activities are purposely planned across all age ranges to ensure educational programmes have breadth and depth across all areas of learning. Three-year-old children demonstrate good thinking skills as they are challenged to make comparisons between the temperatures of the water bottles at snack time. Staff use timely intervention to support children's learning as they offer babies an age-appropriate computer program to explore. Therefore, children are supported to develop good characteristics of effective learning. Children who speak English as an additional language are supported with their language development as staff sensitively say and repeat the names of objects the children touch and point to as they are playing. Therefore, communication and language is well supported. As a result, the consistently good teaching meets the needs of all children and ensures they acquire the skills and attitudes they need to be prepared for the next stage in their learning, and eventually for school. However, staff do not always extend children's mathematical thinking, for example, by supporting them to check how many objects are in a group by counting.

Staff use assessments and observations of children's learning to plan activities which

support their development effectively. For example, daily planning includes next steps in children's learning. Staff modify practice to meet the children's needs and interests during the session. The regular use of ongoing observations supports the assessment of children's understanding. Provision is modified to ensure specific activities are planned to improve children's development. For example, children new to the nursery are sensitively and effectively supported to join in with play activities when they are ready. Therefore, good implementation of the planning and assessment process has a positive impact on children's progress in relation to their starting points.

Parents state they are consistently supported to be involved in their children's learning in the nursery and at home. For example, parents come in to the nursery to demonstrate how a new baby is bathed. Parents share their artistic skills as they teach the children to create screen prints, influenced by the natural environment. Staff liaise with parents and health professionals when they effectively complete the progress check for children between the ages of two and three years. The daily records of babies' development help parents to continue their learning at home. Therefore, staff have strong partnerships with parents that benefit learning and development for all children.

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

Staff consistently promote children's self-confidence and motivation effectively. For example, children's independent skills are fostered as they confidently make choices about their preferred activities during the session. The children's very good behaviour shows they are safe and secure. Staff model how to keep the good quality learning environment safe and tidy. Children develop good self-awareness and awareness of others as they play safely in the outdoor area. Staff instinctively and regularly praise and encourage the children. Staff are very good role models as they display calm, caring relationships with each other and visitors to the nursery. They form close attachments with all the children, sensitively responding to their care needs throughout the session. For example, when babies find it difficult to settle, staff sensitively lead them to activities which they know they are interested in. Consequently, children settle quickly as their care needs are met. As a result, attachments are secure and children are emotionally prepared for the next stages in their learning.

Children are supported to develop a good understanding of the importance of looking after their bodies, as they learn about healthy lifestyles. Staff lead by example as they drink their water in front of the children and talk about their own food preferences. Babies learn to recognise risks and keep themselves safe, as they independently move around the sturdy furniture as they practise walking. As a result, children's physical development is very well supported.

Partnerships with parents promote children's well-being very well. For example, children's name cards include details of their food preferences or allergies, from information gathered from parents at induction. Babies are comforted with blankets from home to help them settle at rest time. Therefore, effective partnerships ensure continuity of care for all

children.

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

The manager has a very good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a clear knowledge of what action to take in the event of an allegation against a member of staff. They know the signs and symptoms to be aware of and know the procedures to follow if they have to report a concern about a child. All staff have been subject to relevant checks to assess their suitability to work with children. The recruitment process ensures all staff are suitably qualified. Staff support parents with the health care of their children while they are at nursery, as medicines are appropriately stored and administered where needed. Regular fire drills ensure there is a safe escape plan, in the event of the need to evacuate the building. As a result, children benefit from being cared for in a secure environment because staff demonstrate a high level of commitment to promote the safety of all children.

The manager and the deputy manager have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Team leaders carry out a yearly cycle of appraisals with all staff. The senior leaders share ideas and issues, raised by staff, at weekly team meetings. Staff state they are supported by the manager and the deputy manager to continually improve their knowledge. For example, staff attend training to improve their knowledge of the benefit of music on children's learning and development. The self-evaluation of the nursery is detailed and includes strengths and areas for development. The chair of the Student Union Committee speaks highly of the manager's drive to continually improve the nursery despite, for example, the current building works. The manager has a good understanding of the changing needs of the nursery and responds to these effectively. For example, in response to the recommendations from the previous inspection the role-play areas now include high quality furniture, and resources which promote learning. Overall, the manager and deputy manager are committed to bringing about continuous improvement, including monitoring and improving the quality of teaching.

Partnerships with parents and outside agencies are effective in supporting learning and development for all children. For example, the manager liaises with parents and other professionals to write effective individual education plans for children needing support in their learning. The manager uses the expertise of the speech and language therapist when needed and children with a physical disability are supported with the help of the physiotherapist.

## 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>	300762
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	867261
<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>	64
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Sheffield University Students Union
<b>Date of previous inspection</b>	06/01/2010
<b>Telephone number</b>	0114 2739361

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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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