

# Fairmount Nursery (Clarkehouse)

5 Clarkehouse Road, Sheffield, S10 2LA



<b>Inspection date</b>	28 June 2018
Previous inspection date	6 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and her staff have high expectations for the children's enjoyment and achievement during their time in the setting. There is a clear direction for future developments and staff work well as a team.
- All groups of children achieve well during their time in the nursery. They are prepared well for their future learning, including starting school. Staff accurately assess children's levels of achievement. They identify the next steps in children's learning and help them make good progress towards them.
- Staff successfully help children to develop in independence, confidence and self-awareness. Children are well behaved and inquisitive. Staff work well with parents to help children settle in when they first start.
- Staff promote children's physical skills well. For example, staff help babies to pull themselves up onto the well-planned furniture and gain confidence in crawling and walking. Older children enjoy dancing and yoga sessions with specialist staff.

### It is not yet outstanding because:

- Staff do not always help children to think deeply and strongly embed their learning.
- The management does not fully draw on parents' views of the provision to support future improvements.

## What the setting needs to do to improve further

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

- strengthen strategies staff use to help children deepen their thinking and fully embed their learning
- build on the positive relationship with parents to more fully engage them in contributing to the future development of the nursery.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector spoke to children and staff.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as the evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The procedures to observe and evaluate the quality of teaching and its impact on learning are good. The manager helps staff to take full advantage of training to improve the quality of the nursery's provision. This has strengthened, for example, support for children's development of healthy lifestyles and transition arrangements as children progress through the nursery. Arrangements for safeguarding are effective. The designated safeguarding leader ensures staff are well trained in child protection procedures. She regularly tests their knowledge and understanding through spot checks and quizzes. Staff are deployed well and are vigilant. They create a safe, warm and caring environment for children.

### Quality of teaching, learning and assessment is good

Staff make good use of detailed information from parents to accurately assess children's individual starting points. Staff are skilful in helping children to extend their listening and speaking skills. For example, they encourage children to listen carefully to stories and echo back repeated phrases and rhymes accurately. They provide imaginative activities to encourage babies to make decisions, for example, about which songs to sing or actions to follow. Staff set high expectations for children to develop the skills they need for their early reading and writing. For example, older children identify their own name card and stick it to a chart to show when they have their snack.

### Personal development, behaviour and welfare are good

Children know their key person well and staff build good relationships with families. This contributes to the smooth start that children make in their educational experiences. Staff successfully help children to manage and improve their own behaviour and relationships. They help children develop their self-confidence and self-awareness. For example, they support children with regular and purposeful praise and guidance and show respect for their work through attractive displays around the room. Children learn to be increasingly independent and to make their own decisions and choices. Staff encourage children to contribute to a tidy and healthy environment. They provide a good variety of nutritious and balanced meals. They establish strong routines for children to wash their hands before eating or after their outdoor play.

### Outcomes for children are good

All groups of children have positive attitudes to learning. The staff ensure that any gaps in children's learning are promptly addressed, including making effective use of further professional support. Children are largely curious and persistent in their tasks. Children make good progress in their mathematical skills. For example, they count the steps as they go downstairs or match the registration number on their trikes to the allotted parking spaces. They estimate and compare quantities of sand and water in their problem-solving activities. Older children develop early reading and writing skills well. They make particularly good progress in forming the letters in their names and writing numbers accurately.

## Setting details

<b>Unique reference number</b>	300827
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1127794
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Fairmount Nursery Ltd
<b>Registered person unique reference number</b>	RP520519
<b>Date of previous inspection</b>	6 August 2015
<b>Telephone number</b>	0114 2706000

Fairmount Nursery (Clarkehouse) registered in 1998. The nursery employs 28 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or higher, including 15 at level 3, one at level 4 and the nursery manager holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

