



The Sheffield College Nursery & Childcare Service: Castle

Inspection report for early years provision

Unique Reference Number	300858
Inspection date	21 November 2005
Inspector	Geneen Yvonne Hulse
Setting Address	Castle Centre, Granville Road, Sheffield, South Yorkshire, S2 2RL
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Registered person	The Sheffield College Nursery & Childcare Services
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Sheffield College Nursery and Childcare Service Castle Centre opened in 1988. It is located on The Sheffield College Castle site, just outside Sheffield city centre and close to local amenities. The nursery serves the local community, taking children of staff and students at the college.

The nursery is situated in a purpose planned area of the main college building. There is a large play area with two smaller rooms for children over 2 years and an additional

baby room. The nursery has an office, laundry, toilets, kitchen and storage space. There are two secure outdoor play areas available to the children.

The nursery cares for a maximum of 34 children aged from 6 months to 8 years. There are currently 96 children on roll, of whom 26 receive funded nursery education. The group supports children with special needs and 23 children who speak English as an additional language. The group offers full day care Monday to Friday during term time and children attend for a variety of sessions per week between 08.00 and 17.00. Additional Saturday sessions are offered to support Childminder training courses. 12 staff work with the children, 10 have early years qualifications and two are unqualified.

The setting receives support from the local authority community teachers and special educational needs support workers. The nursery have achieved Investors in People status and the Silver award of the Sheffield Kitemark.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy and undertake a wide range of meaningful activities that contribute to keeping them healthy. They enthusiastically use numerous opportunities to talk and learn about being healthy through the use of projects, display and planned topics. Children effectively undertake indoor and outdoor activities on a daily basis to develop and extend their physical skills. They enjoy riding bikes, dancing, climbing up steps, jumping and extending their imagination by using baskets to make a tram. Staff successfully promote children's fine motor development by providing challenging activities and experiences for them to manipulate tools, such as knives, scissors, pencils and paint brushes.

Creative use of the premises allows the children free play space indoors and out. They are developing an understanding of their bodies and follow daily routines well to extend their independence. Children are cared for in a warm, clean environment, where effective methods ensure they develop good personal hygiene practices, such as pictures to remind children to wash their hands when in the bathroom. They understand the importance of good practice and demonstrate it in their play and activities.

Children are developing an understanding of a healthy diet, as staff talk to them about healthy eating, as part of the daily routine. Staff use displays and themes to help children explore what foods are good for them, for example, using the story *Handa's Surprise* to introduce new fruits for them to see, feel and taste. Children are able to make choices about what to have for snack and eat together around small tables in a social setting. Older children successfully spread their own fillings and pour their own drinks. Staff take into account children's individual dietary needs and plan accordingly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where risks are minimised. They confidently move around both indoors and out developing their independence and learning how to keep themselves safe. Children understand not to run indoors and take care when climbing on apparatus outside. Staff use regular discussions and activities to talk to the children about keeping safe and consolidating their understanding. Effective processes are in place to ensure that the premises remain safe and secure.

Children are interested in the equipment and activities provided and have fun choosing from a broad range of easily accessible resources. They confidently ask for anything they cannot see to extend their games, such as using bus tickets when riding the tram. Well planned areas allow them space to be quiet, use their creativity and access table activities for more concentrated games. Children benefit from well planned outdoor areas to enjoy physical activities and extend their skills.

Effective procedures are in place to support good practice, with staff holding current first aid certificates. The staff team demonstrate an accurate understanding of child protection procedures and how to keep children safe. A rolling training programme ensures they understand their role in protecting children and use this knowledge effectively to promote the children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery. They make good progress in all areas of development, as staff knowledgeably provide activities and experiences that keep children interested and motivated. Staff effectively use the curriculum guidance for the Foundation Stage and the Birth to three matters framework to provide good quality care and education.

Children are well settled, happy and secure as they enthusiastically undertake a wide range of activities. They are confident and interested in their surroundings, establishing good relationships with staff and children alike. Children actively make choices about their play, selecting activities and resources from the broad and stimulating range available. They are developing their independent skills and successfully plan their own time, making decisions about what to do and confidently choose activities both indoors and out.

Staff consistently respond to the children's individual needs and adapt activities to follow their ideas and suggestions. Children are encouraged and supported to extend and try out new skills, such as helping to pour drinks and spread fillings on toast for snack. Children receive good levels of support from staff, who are starting to use observations and their knowledge of the children to build on what they can do and extend activities at the child's own pace. The staff have just started to use a new planning and assessment framework with all age groups. They demonstrate a broad

understanding of the Birth to three matters framework and are using it to inform planning and assessments for children under 3. Young babies are cared for in a warm, secure and sensory environment where their individual needs are catered for.

Nursery Education

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well planned and spontaneous activities and experiences, which challenge and extend them. They use their imagination very well during role play activities, making up simple stories when playing with space men at the space station. Children demonstrate good concentration skills and have free access to tools and materials to construct models. They build and design, extending their imagination and their natural creativity using a wide variety of craft materials and resources. Children are confident speakers and listen intently to each other. They share experiences, talking about home, family and events with enthusiasm. Staff listen with interest to what the children say, offering support and suggestions to enhance their experiences. Children are starting to develop good mark making skills, although they do not always use additional opportunities to explore writing for a purpose.

Children are very confident and engage well with each other and visitors, sharing their achievements and negotiating roles in games. They play well together and alone to enthusiastically progress their ideas. Behaviour is very good and reflects the staff's high expectations. Children take turns and share, learning how to manage their own behaviour and show respect for others. They enjoy learning about the lives of others through topics and planned activities, for example, sharing how they get to nursery and cultural family events. Children enjoy outings to Victoria Quays, local parks and McDonalds for ice cream. They use memory books to recall events and share these with parents. Children are introduced to number and problem solving through daily activities, counting and sorting as part of daily routines, singing and ring games.

Staff are developing new observation systems to monitor children's progress and are continuing to monitor and assess how these observations will form an effective aid to planning and to progressing the children's learning. Children are offered a good balance of focused and freely chosen activities, with staff responding and making changes to incorporate the children's ideas and suggestions. Staff have a secure knowledge of the early learning goals and use this to plan a broad based curriculum to include all areas of learning. Staff effectively use open ended questions to extend children's language, develop their thinking and value what they say using positive responses. Attractive and well-presented displays of the children's work successfully contributes to promoting their self-esteem.

Helping children make a positive contribution

The provision is good.

Children build strong and respectful relationships with staff and each other. They

show good self-esteem, confidently ask questions and actively make choices. Children are warmly welcomed by staff who are sensitive and value their individuality. They receive praise and encouragement for achievement and attempts, for example, when making sock puppets and singing songs. Well planned meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy outings to visit the local park to collect twigs to broaden their knowledge of the community.

Books, toys and pictures show positive images and children share their home experiences with each other. Children with special educational needs are welcomed into the provision and staff work well with other agencies to ensure the children are cared for according to their individual needs. The nursery promotes positive inclusion and responds effectively to enable children to reach their full potential.

Children's behaviour is good and reflects the staff's high expectations. Children understand clear and consistent boundaries, demonstrating care and respect for each other. They share, negotiate and take turns when playing games and using equipment, for example, when waiting for a bike or a car outdoors. Children follow good role models in staff showing care and consideration for others.

Partnership with parents and carers is good. Staff ensure parents are well informed about what the children are doing and use topics to help parents build on nursery activities at home. Parents and staff work well together to meet the children's needs. They receive good quality information about the setting and in turn share their knowledge of the children. Parents confidently approach staff and demonstrate a high level of satisfaction with the setting. The children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Effective organisation and good quality leadership and management of the educational provision ensures that children's care and learning are well supported. Knowledgeable staff demonstrate a consistent understanding of their roles and responsibilities and ensure that all children's individual needs are successfully met. Experienced staff work well together following effective procedures that are in place to monitor and evaluate the provision. The management team support committed staff and ensure they are involved in reviewing practice and adopting new procedures.

The nursery staff are committed to training and development to consolidate their practices and further enhance the provision. A very comprehensive range of policies and procedures are in place to support good practice and offer an effective service. The staff team use numerous opportunities to meet together, share information and continue to develop their working practices. They are developing observation and assessment systems to monitor children's progress and identify gaps in the provision. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Previous recommendations raised at an additional visit regarding increasing resources for children aged 5 to 8 have been successfully addressed and contribute to children's enjoying and achieving.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the nursery education section below.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to extend opportunities for children to access mark making materials and broaden their use of writing for a purpose
- continue to develop new assessment systems. (also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk