



Broomhall Nursery School and Children's Centre

Inspection report for early years provision

Unique Reference Number	EY226999
Inspection date	13 November 2006
Inspector	Sarah Gilpin
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Registered person	Sheffield Young Childrens Service
Type of inspection	Childcare
Type of care	Full day care, Crèche

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

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.

WHAT SORT OF SETTING IS IT?

Broomhall Nursery School and Children's Centre is a combined local authority centre, based in a large Victorian house in the Broomhall area of Sheffield. The local catchment area is very varied and multicultural.

The centre is registered to provide full day care for 61 children from birth to seven years. There is a variety of options for parents including sessional, full day, extended and holiday play care. The centre is open from Monday to Friday, 08.00 to 18.00 throughout the year. Children are grouped according to their age and cared for across a range of rooms. The children have access to a secure outdoor play area. In addition, there is crèche provision for 12 children aged up to eight years.

There are currently 98 children on roll in the centre. Children access nursery education in the school nursery provision and additional sessions can be purchased by the parents. There is

provision for children with disabilities and/or learning difficulties and for children who speak English is an additional language.

There are 31 staff including the management and support staff. All of the staff who work with the children hold early years qualifications. There are links with staff from the local authority and professionals from the health and inclusion services. The provision is undertaking the Sheffield Quality Kitemark, the local quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a clean environment where they are actively encouraged to learn about good hygiene practices. The staff implement the centre's health and hygiene procedures well to ensure that risks are minimised. The children are empowered to manage their own personal hygiene because they are provided with low-level sinks, soap and paper hand towels. There are effective systems in place for recording all administrations of medicine and a suitable system for dealing with accidents involving children in the setting. However, the organisation of these records provides limited opportunity for the management to monitor all accidents. Staff have attended first aid training, which ensures they can act in the best interests of the children in their care.

The older children routinely recognise when they are thirsty and choose their own drink of water or milk, which is easily accessible in a jug or water fountain. A nutritious variety of snack foods are provided for the children each day including fresh fruit. Parents provide packed lunches for the children who attend for a full day, which are stored effectively. The food is served to the children by staff who take time to present the items on plates and this enables them to monitor what the children eat. For example, sandwiches are given out before crisps. Food provided for the children meets their individual needs, but these occasionally have limited healthy options.

Outdoor play is available to the children each day and they can choose from indoor or outdoor play for part of the session. There is an excellent range of equipment to help develop the children's large motor skills, for example, climbing and balancing equipment. In addition, children use balls, bats and drainpipes and are beginning to understand how to throw and hit a ball as part of a game. There are plans to develop the outdoor area further to enhance what is available for the children. Children's hand-eye coordination is developing well because they have many opportunities to play with small resources like wooden building blocks. Babies and young children are developing their physical skills because the staff use their knowledge of child development to plan activities that are age appropriate. The children enjoy crawling around the floor and walking with support. The children's individual rest and sleep needs are successfully met by the staff because they know the children well and recognise when they are tired.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The safe, secure and welcoming environment ensures that the children's well-being is promoted. The staff are extremely vigilant as they support the children in their play. For example, children are very closely supervised as they explore the outside area. The children's arrival and departure at the centre is carefully monitored by the staff who effectively use the security systems, such as key coded doors to keep them safe. A clear record is kept of visitors to the setting and detailed risk assessments ensure that potential hazards are minimised and children's safety is maintained. Suitable fire safety precautions are in place and the regular fire evacuation practises help raise the children's awareness of how to deal with emergency situations. Careful consideration has been given to the staff support needed to evacuate the first floor baby and toddler areas.

The children safely access the toys and resources, which are carefully stored at their level. The equipment for the children to use meets the required safety standards and items are routinely checked by the staff to ensure they remain safe. Gentle reminders from staff ensure that children have a growing awareness of how to keep themselves safe as they move around the setting. For example, staff encourage children to walk around inside and to take care when climbing in the garden.

The protection of children is given high priority and staff have attended training in this area to ensure they can act appropriately. There is a clear understanding of the signs and symptoms of abuse and successful systems are in place to monitor the children, safeguarding their welfare. There is a clear policy for dealing with child protection concerns and this contains the mandatory section on dealing with allegations against a member of the staff team. The recruitment and vetting procedures ensure that children are cared for only by staff who are suitable to do so.

Helping children achieve well and enjoy what they do

The provision is good.

The children are happy, relaxed and comfortable with staff who know them well. Staff work consistently with the children in designated areas and this helps to ensure they feel secure. Children are grouped to make sure that their individual needs can be effectively met. They are moved on to the next room when they are judged to be 'ready' and not necessarily when their age dictates.

Children are very confident and they seek support and guidance easily from the staff, who enjoy joining the children in their play. The staff successfully use the 'Birth to three matters' framework and the Foundation Stage curriculum to plan for the children's progress and learning. The babies and toddlers enjoy playing in areas which are designed and resourced with low-level storage to ensure they can easily access the good range of equipment. For example, they enthusiastically climb in and out of the play ring and explore the small wooden bricks. The staff recognise the developmental milestones achieved by the children as they climb into the ring with growing confidence and ease. The toddlers enjoy playing alongside their friends and are developing their cooperative skills.

The older children build using wooden bricks and dowel, they make 'spiders' and 'cameras', which they are immensely proud of. Staff take photographs of their models and this helps develop the children's self-esteem because their creativity is constantly celebrated. Story time is thoroughly enjoyed by the children who listen intently as 'the tiger comes to tea' and they share ideas and predict the events in the story. The children are beginning to show a sense of rhythm as they play instruments to accompany the sounds made by the characters in the book.

Helping children make a positive contribution

The provision is good.

The children are cared for by staff who ensure they are actively included in all aspects of the children's centre. The children enjoy access to a wide range of age-appropriate resources and staff provide activities and experiences that help to develop their understanding of the local community and the world around them. For example, they learn about the celebrations and festivals of other cultures and enjoy visits out within the local area. Children with learning difficulties and/or disabilities are successfully included in the provision. Individual staff support means that all children can join in and enjoy the activities provided. The children are cared for across a variety of rooms and floors, however, staff manage the access well to ensure that all children are successfully accommodated.

Children behave really well because the staff are very skilful in dealing with unwanted behaviour. A consistent approach is successfully used and positive reinforcement helps the children to understand what is expected of them. For example, a 'listening fairy' helps the children to focus during the group story time. Younger children are effectively encouraged to take turns or are distracted to another activity when they find sharing difficult. The children help staff each session to tidy away the toys and as a result they are beginning to understand that equipment and resources need to be looked after.

There is a successful relationship with the parents. They are provided with a wealth of information about the provision to ensure that they know about the care and learning provided for their children. For example, the educational plans are displayed, childcare information and the centre's policies and procedures are easily accessible. Parents and children are made very welcome by the staff and easy-going, informal discussions ensure that all information relating to the children's changing needs is successfully exchanged each day. The parents of the children aged under three receive a daily information sheet that keeps them up to date with the day's events. Photographic displays of the children at play provide reassurance to parents and shows the progress they make in their development and learning. The staff manage the children's individual sleep routines and diet to ensure they are cared for according to their parents' wishes.

Organisation

The organisation is good.

The setting is well managed and successfully organised and as a result the children have access to a wide range of activities, resources and experiences each day. The children are effectively supported by the staff as they play together because the adult to child ratios are successfully met. There are clear and robust systems, which are managed by the local authority, to recruit

and check staff and this ensures that children are cared for by adults who are suitable to do so. Children's well-being is promoted because all of the required policies and procedures are in place and implemented successfully by the staff.

The staff are supported effectively by the head teacher and the childcare manager who ensure that they have a clear understanding of the National Standards, the 'Birth to three matters' framework and the Foundation Stage curriculum. Staff training and development opportunities are planned because the appraisal system is used effectively to recognise the strengths within the staff team and to promote personal development. The senior staff work to monitor the care and learning opportunities the children have and this results in positive outcomes for the children. The management team know what the setting does well, such as the quality of the staff's interactions with the children and recognise that the outdoor area provides an area for development.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provision was requested to ensure that all medication and accident records were countersigned by parents and a suitable system is now in place to ensure that records are routinely shared with the parents. They were required to develop a visitors' record and as a result a clear record is kept of all visitors to the centre. Finally, the setting was required to provide parents with relevant information about the regulatory body. There is suitable documentation, which is provided for all parents who use the day care provision, and this gives details relating to the role of Ofsted.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- review the system for recording accidents and consider implementing a monitoring system
- consider how to promote healthy eating for all children, particularly those provided with packed lunches.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk