

Broomhall Nursery School and Children's Centre

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Angela Howard
Setting address	4 Broomhall Road, Sheffield, South Yorkshire, S10 2DN
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Broomhall Nursery School and Children's Centre originally opened in 1930 and became a designated Children's Centre in 2005. The early years day care on site is managed by Sheffield Early Years Service. It operates from a Victorian building set in mature gardens. All the children under three years of age are cared for on the first floor and the over three's on the ground floor of the building. The children have access to fully secure outdoor play areas and a sensory room. The setting serves families from the immediate community and the surrounding areas of Sheffield. The nursery is open from 8.00am until 6.00pm each weekday 50 weeks of the year, excluding bank holidays. The nursery is registered to care for a maximum of 61 children aged from birth to five years, of which no more than 21 may be under three years at any one time. In addition, there is creche provision for 12 children aged up to eight years. There are currently 78 children on roll. Children attend for a variety of sessions. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is provision for children with learning difficulties and/or disabilities and for those children who speak English as an additional language. There are 15 staff who work directly with children full or part-time including three senior managers. All staff hold an appropriate early years qualification. The nursery is supported by Early Years Foundation consultants from the local authority and teaching staff who are based in the nursery school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress through the Early Years Foundation Stage as their learning is planned and monitored on an individual basis. This very child-centred, welcoming setting provides an extremely inclusive service where children are effectively safeguarded. Strong links with parents further enhance inclusive practice, and the relationship with other professionals is positive. Many aspects of leadership and management are strong, with a firm commitment to continuous improvement and to the promotion of good quality care and education within the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consistently clearly record by whom the risk assessments are completed
- build further upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are rigorous. Staff have up-to-date knowledge of the possible signs and symptoms of abuse and the procedures to follow should they have any concerns about a child. This is because all staff undertake safeguarding training, which ensures they are very confident in implementing the nursery's own procedures in order to protect children in their care. Comprehensive recruitment and vetting procedures ensure that staff are suitably qualified to promote children's learning and welfare. Robust systems are in place to record the details of any visitors, including the purpose of their visit. Thorough risk assessments and daily checking systems help to ensure that the environment is kept safe for children. However, on a couple of risk assessments it is not clearly recorded by whom the risk assessment was completed. Children play in a very spacious, interesting and well-organised indoor and outdoor area. The older children enjoy free flow play from indoors to outdoors which enhances their enjoyment and opportunities to be in the fresh air. Furniture and equipment is of a high quality and the effective deployment of staff ensures children achieve their planned goals in learning and development. The nursery has a strong commitment to equality and diversity and promotes this very well. For children who have special educational needs and English as an additional language, good support systems are in place, which ensures their inclusion and full participation. For example staff, seek and utilise support and guidance from a range of professional services where appropriate. Attractive photographs of children attending and posters in many languages are used effectively around the nursery. There is a very wide range of good quality resources and planned activities that help children understand and appreciate similarities and differences.

Parents praise the setting highly and feel very well-informed about their child's progress. Parents comments include, 'staff show genuine concern and interact well giving children plenty of stimulation and attention', 'Broomhall provides excellent care. I am extremely happy that our children are part of the Broomhall family' and 'staff are so professional, patient and friendly which gives me a positive impression about the nursery and its staff'. Photographs, wonderful wall displays, and how the setting is presented each day, gives them a good insight into activities available to their child. From the outset staff work in complete partnership with parents and ensure that a personal welcome is given to everyone entering the building. This promotes good communication and creates a sense of belonging. The relationship with other professionals is positive. Staff are proactive in attending meetings and sharing with settings transition records. However, it is not sufficiently clear how the different settings offering the Early Years Foundation stage compliment each other to ensure continuity of care and education. The senior managers and staff work very well as a team and clearly understand their roles and responsibilities within the setting. They all show a keen commitment to monitor and evaluate the setting and are constantly seeking to build on their good quality service. All recommendations made at the last inspection have been completed, and any improvements identified during the self-evaluation process have had a positive impact on the overall quality and outcomes for children.

The quality and standards of the early years provision and outcomes for children

Every child is treated as unique because staff know each child very well and ensure they can all have fun and join in a wide range of activities. Children independently access toys that interest them, and are beginning to take turns and show kindness. Staff help promote independence very well as they encourage children to make choices. Children take the lead from an early age for their personal care and are developing a good sense of responsibility as they help to tidy away. Creativity is nurtured well as the activities and experiences are varied, imaginative and meet the individual needs of children consistently. Children are extremely happy and content in the setting. The routine of the day gives children the opportunity to be together as a group, play with their friends and play alone if they wish. The staff's good knowledge of the individual next steps for each child means that activities on offer and adult interactions challenge and consolidate children's understanding. As a result, all children are progressing well in all areas of learning. Babies enjoy hiding the pegs in a box and show immense concentration as they repeatedly open and close the lid of the box. They babble and coo repeating known words clearly, such as 'no' and 'bye' and see lots of print and signs and symbols displayed at a low level which are used to encourage communication. Older children chatter constantly to staff and peers, describing what they are doing and how they intend to do something. They handle books well studying the pictures and turning pages appropriately. Babies post shapes and make patterns in play dough with skill and confidence. They spoon and pour dry sand and love the toys that require them to press button to make flaps and doors open and close. Older children use mathematical language spontaneously as they put on shoes, climb steps and count spoons at lunch time. Children use wheeled equipment to transport items from one place to another, sort and compare bricks and use language well to describe small and big balls. Children seek out familiar staff for comfort when upset, tired or restless, and staff interact effectively to comfort and distract the children, who soon settle. The children feel secure, have good self-esteem and follow their interests with persistence, participating enthusiastically throughout the session. This results in children being engaged in purposeful play which helps to develop strong skills for future learning.

The children show good awareness of adopting healthy lifestyles, understanding the need for exercise and a healthy diet. They are provided with nutritious and well-balanced snacks and thoroughly enjoy the food offered to them. Overall, the range of physical activities is good. A wide range of equipment and the time children have to do the activities ensure children are involved, active and enjoy themselves. The children gain confidence in what they can do with their bodies, as they confidently pedal and propel toys with their feet, push and pull toys, and throw and catch balls. This helps children to develop a positive sense of well-being, and enthusiasm to practise skills and develop confidence. Children are developing a strong sense of security and understand some aspects of safety. They use toys and equipment safely and are beginning to understand the need to follow instructions to keep safe. From a very early age children learn how to take care as they walk up and downstairs to the garden. Children seek out others to join in self-initiated games and learn to respect others feelings through discussions and the

good examples set by staff. Children of all ages are beginning to play well together and cooperate with each other. The environment, both indoors and out, is very child-centred, providing good stimulus for free play and exploration for all who attend.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met