

# Hackenthorpe Hall Nursery

Hackenthorpe Hall, Main Street, Sheffield, S12 4LB

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 12/11/2014 |
| Previous inspection date | 10/08/2009 |

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|--|-------------------------|---|
| <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

- Staff throughout the nursery have good knowledge and understanding of the Early Years Foundation Stage. Children are provided with a wide range and balance of adult-led and child-initiated activities. As a result, children make good progress in their development.
- Children's communication and language skills are developing very well. Staff constantly talk to children and they readily join in their play, asking age appropriate questions that encourage children to think critically and explore their ideas further.
- The utmost priority is given to protect and safeguard the welfare of the children. This is evident through highly effective practices that successfully promote children's safety and well-being.
- Partnerships with parents and outside agencies are well established. Highly effective systems have been implemented to fully support children with special educational needs and/or disabilities, and for those children who have English as an additional language.

### It is not yet outstanding because

- Staff do not always make the most of opportunities to enable the older or more able children to develop their independence further.
- Staff performance is not yet effectively monitored to ensure that teaching is sharply focussed and has a consistently positive impact on children's learning.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed interactions between the staff and children in the baby rooms, toddler rooms and pre-school rooms, and in the outside area.  
The inspector spoke with children, held discussions with staff at appropriate times
- throughout the inspection and carried out a joint observation with the Early Years Practitioner.
- The inspector also took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability of all adults working on the premises and the setting's self-evaluation and action plan.

## Inspector

Karen Byfleet

## Full report

### Information about the setting

Hackenthorpe Hall Nursery is privately owned and is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It was registered in 1999 and operates from a converted detached house in the Hackenthorpe area of Sheffield. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6.30pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across five rooms and have access to a large enclosed outdoor play area. There are currently 141 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently 21 staff working directly with the children, 20 of whom have an appropriate early years qualification. Six of the staff have an appropriate childcare qualification at level 3, two at level 4, one at level 5 and one staff member holds Early Years Professional status. One member of staff is working towards a level 3 qualification. The nursery receives support from the local authority and the Pre-School Learning Alliance.

### What the setting needs to do to improve further

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

- support and facilitate children's independence skills further, for example, by enabling them to set up tables and to clear away their own crockery and cutlery at snack and meal times
- maximise the impact of the supervision and monitoring of staff performance to ensure teaching is sharply focussed and has a positive impact on children's learning.

### Inspection judgements

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

Children thrive and are well-motivated to learn. The effective teaching throughout the nursery ensures babies and children make good progress in their learning and development. The staff have good skills and knowledge of the learning and development requirements and an in-depth understanding of how children learn. Overall, staff use spontaneous and planned events well to reinforce and extend children's learning. However, on occasions they do not make the most of all activities to fully extend children's independence. Nevertheless, the stimulating and vibrant environment, both inside and outside, ensures that all children are engaged and actively learning throughout the day. Consequently, they make good progress towards the early learning goals. There is a high

focus on the prime areas of learning. This ensures that children are well prepared for entry into school and their future learning. Throughout the nursery, children's creativity is enriched as they express themselves freely in imaginative play. They work together co-operatively, expressing their ideas and solving problems with enthusiasm and confidence.

Arrangements for supporting children are good. Staff monitor children very closely so that any intervention is made in a timely fashion and children receive any additional support that they need. For example, staff have implemented visual timetables with symbols of daily activities to fully support children with special educational needs and/or disabilities. Staff are very sensitive to the needs of those children who speak English as an additional language. They work closely with parents and outside agencies, such as the local authority inclusion team, to establish key words to use so that children can hear and use their home language in the nursery. This is essential for their language development and helps them to feel included.

Children are confident communicators because staff are very good role models. They engage in children's play and encourage conversations with them. For example, when younger children discover a snail, staff engage with them, picking up the snail and taking it indoors where all children are able to see it more closely. Staff talk to the children about how the snail lives in its shell and encourage them think about what it eats and how it moves. Communication and language is further promoted with younger children. Toddlers show great interest in songs and rhymes. For example, during group time they take turns in choosing a picture that represents a song or rhyme, readily joining in, doing actions and clapping and cheering at their favourite song. Babies exploratory skills are further enhanced with a good range of resources, such as, musical instruments, mirrors and a range of wooden objects, ribbons and different textured materials.

Detailed information is gathered from parents when children start attending the nursery. This provides staff with a clear baseline for children's learning. Staff know the children well. They plan and provide individualised play opportunities to enhance their progress. In addition, children's progress and development are observed and monitored effectively, with development records updated regularly. Activities are planned using children's individual next steps as a guide. As a result, activities are precisely matched to their needs and they make very good progress in their learning and development. Staff throughout the nursery make detailed observations of children's learning. They use this information in consultation with parents to inform detailed summative reports, and to contribute to the progress check for children between the age of two and three years. Overall, they provide a wide range of interesting and challenging experiences that meet the needs of all children, including children with special educational needs and/or disabilities and those who speak English as an additional language.

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

Key persons build very effective relationships with parents and carers. This enables them to fully support children's personal care needs. Staff are highly pro-active in gathering comprehensive information from parents to find out everything of relevance so that individual care plans can be initiated for each child. In addition, children make strong

emotional attachments to their key person and other familiar adults because their needs are consistently met and they feel secure. There are well-established systems to ensure children are prepared emotionally for making the transition to the next room within the nursery and for their move to school. Children make regular settling-in visits to meet new staff, see their new room and experience different toys and activities. Parents are fully included in the process and as result, their children are very well supported in making new relationships, building self-confidence and managing their feelings.

Children learn to behave responsibly from a young age and to co-operate within a group. Therefore, children are effectively learning about social responsibility and accepted behaviour. Staff build respectful and caring relationships with all the children and their families. In the toddler area of the nursery, parents have contributed to displays by providing photographs of the children's families and children enjoy talking about the familiar people in the pictures. Staff engage children well to learn about different cultures and people through planned and spontaneous discussion and activities. Children enjoy national and international festivals and celebrations. In addition, parents are encouraged to share information about their own cultures.

Children are developing their independence skills. Toddlers and older children are able to use knives and forks to cut their food and are persistent in trying until they succeed. Meal times are sociable occasions with children sitting together in small groups with staff. Older children are able to independently serve out some foods, such as side dishes to their meal, but this has not been extended to enable children to be more independent. For example, children are not encouraged to clear away their own plates and cups after lunch or to wash their own plate and cup at snack time. This was an area for improvement at the last inspection and while there has been some changes, this has not yet been fully developed.

Children learn about the need for healthy food through additional activities, such as food tasting, cooking and baking. Very good hygiene procedures are encouraged and reinforced by staff through everyday routines and activities. As a result, children learn from an early age to manage their health, hygiene and personal care very well. The outdoor play area is very well used by all ages of children. Children relish being active outdoors. There are plenty of opportunities for them to move about and handle equipment and apparatus, as this is consistently available to them. The outdoor environment is split into different areas. Children who wish to do quieter activities, such as construction or looking at books on a mat, do so safely, as those who wish to do more boisterous activities, such as ball games and using moveable equipment, such as bicycles and tricycles, do so in a different area and do not impede on others play. A garden area is imaginatively used for children to grow and plant a wide range of fruits and vegetables that they have nurtured, harvested and tasted. With good staff supervision, children are encouraged to safely take and manage risks as they climb and balance on large equipment. They thoroughly enjoy exploring the natural environment, observing wildlife within the garden area and watching the squirrels and birds that regularly visit.

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

Management and staff have robust knowledge and understanding of the safeguarding and welfare requirements and ensure procedures are implemented in order to protect children. This is enhanced by safeguarding and child protection training that ensures staff are kept up-to-date with local procedures. Consequently, staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is assured as the premises are very secure, and robust safety and security procedures ensure children are well protected. There are very secure arrival and collection procedures in place to make sure children are collected by a known adult, and that any visitors cannot access the premises without the knowledge of staff. In addition, very efficient safety procedures, routines and detailed risk assessments enable staff to provide a safe environment. A comprehensive and detailed range of policies, procedures and records, including well-documented accident and medication records, are effective in supporting the safety of all children.

A robust and rigorous recruitment and induction process is in place. This ensures staff have secure knowledge and good skills to carry out their roles and responsibilities confidently. However, the regular monitoring of staff performance, through supervision and peer observations, is not yet fully effective to ensure practice throughout the nursery is sharply focussed and has a consistent, positive impact on children's learning. The management team demonstrate the capacity to continue to improve the nursery because there are well-focussed plans to ensure necessary improvements take place. Strong partnerships with outside agencies and other professionals make a significant contribution to ensuring the needs of all children are met. Teachers from local schools are invited to visit the children at the nursery before their move to school. This enables them to build relationships and to share information. Consequently, children's moves to other settings are as seamless as possible and there is very good provision for their continuity in learning. Partnerships with parents are also strong. Parents receive daily feedback about their child's day through the use of a diary system and through discussion with the staff. As a result, children's care and learning needs are consistently met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>     | 300887                   |
| <b>Local authority</b>             | Sheffield                |
| <b>Inspection number</b>           | 867274                   |
| <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>      | 76                       |
| <b>Number of children on roll</b>  | 141                      |
| <b>Name of provider</b>            | Hackenthorpe Hall Ltd    |
| <b>Date of previous inspection</b> | 10/08/2009               |
| <b>Telephone number</b>            | 0114 2483737             |

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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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