

Sheffield Hallam University Nursery

Broomgrove Road, SHEFFIELD, S10 2LW

Inspection date	06/01/2015
Previous inspection date	27/05/2010

The quality and standards of the early years provision	This inspection:	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

- Arrangements for safeguarding children, including safer recruitment procedures, are strong and well embedded, so that they are protected from harm or neglect.
- Staff have a good understanding of how children learn best. Consequently, teaching is good. Also, children are making good progress in their learning and development.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Staff have effective partnerships with parents and other professionals, which makes a significant contribution to children's individual care, learning and development.
- Leadership and management are good. The management have identified key areas for development and are proactive in self-evaluative practice.

It is not yet outstanding because

- Occasionally, some staff miss opportunities to further extend children's communication and language development by not asking open-ended questions or allowing sufficient time for them to answer.
- The monitoring of staff practice is not sharply focussed enough, so that children's achievements are raised to the highest levels.

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 activities in the five playrooms and the outside area.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Ruth Moore

Full report

Information about the setting

Sheffield Hallam University Nursery was registered in 1979 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in the Broomgrove area of Sheffield and is privately managed by Sheffield Hallam University. The nursery serves the local area and is accessible to all children. It operates from five playrooms and there is an enclosed area available for outdoor play. The nursery employs 21 members of childcare staff. Of whom, 14 hold appropriate early years qualifications at level 3, two hold qualifications at level 4 and five hold qualifications at level 6, including two with Early Years Professional status. The nursery opens from Monday to Friday, 49 weeks per year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 92 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to further extend their communication and language development by asking questions that are more open-ended during activities and allowing them sufficient time for them to respond
- strengthen the monitoring of teaching practice further, for example, by introducing peer observations to support staff in achieving outstanding teaching practice, to benefit all children.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They are knowledgeable about how young children learn. As a result, their teaching is good. Staff work closely with parents when children first start at the nursery, to find out what they can do. This enables them to plan a range of activities that meet children's needs and follow their interests from their first visit. Staff spend time observing what children can do and assessing this information. They work with parents, sharing their observations to enable them to identify and agree on children's next steps in learning. The observations and assessments of children lead to planning that is tailored to their individual needs and interests. As a result, all children make good progress and are fully equipped with a range of skills in readiness for their next steps in education. Children's development journals, including a range of observations, assessments and examples of their work, provide a

clear picture of how their learning is improving and developing over time. Staff complete all required progress checks for children aged between two and three years to plan for the next steps in children's learning. These are effectively shared with parents. This information is used well by staff, in order to gain appropriate support at an early stage. Consequently, all children, including the two-year-olds, are helped to make consistently good progress in all areas of learning and development.

Children are actively encouraged to voice their interests. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development. There is a broad range of resources, which are purposeful and appropriate for the age of the children. Staff ask the children what they want to play with and provide a variety of resources to ignite their interest. Children are encouraged to think about how they could use the resources, which helps them to explore ideas, learn from each other and to take part in shared thinking. This supports children's communication and critical thinking skills. For example, the craft table has a large collection of materials, including straws, coloured paper, scissors, paper plates, glue and a variety of shiny shapes. After a discussion between them and a member of staff, the children decide they want to cut the straws and stick them on the plate. During the activity, the member of staff talks to the children about the size of the straws and adds more detail to include the shapes and colours of the other resources. Children use the resources, such as scissors, confidently and enjoy being creative. Counting is a regular occurrence through stories and games. Therefore, children are ready for school when the time comes because they have a wide range of skills, to support their future education, as well as a very positive attitude towards learning. Staff verbally interact with children throughout the day, asking questions, posing tasks and providing challenges for them. This promotes children's early language skills and sustained thinking. However, at times, staff do not ask enough open questions and can be too eager to answer their own question, which does not leave enough time for children to consider and verbalise their own response.

The nursery recognises the importance of working in partnership with parents. As a result, parents feel positive about the nursery and valued as equal partners in the education process of their children. Parent involvement is further enhanced by the wide range of information available to them. Children with special educational needs and/or disabilities are supported effectively by the skilled staff. The managers have robust procedures in place to monitor any needs an individual child may have. As a result, all children make good progress relative to their starting points. The special educational needs coordinator liaises regularly with other staff members and other relevant professionals, to make sure that the care and development arrangements are consistent. This ensures that a high quality of care and learning is given to all children.

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

A very flexible induction system for all new children helps to ensure that each child is emotionally ready for the move to nursery. From the onset, staff collect information about children's individual care needs and from parents. This ensures that children can immediately receive care and learning opportunities that are aligned to their personal

needs. This enables them to start making progress immediately. Staff ensure that children are emotionally secure through promoting effective relationships. Each child is assigned a key person who is responsible for liaising with parents and ensuring children's learning journals are updated regularly. Key persons also communicate messages to other staff daily, so that important messages are passed on in their absence. This promotes continuity of care and learning. Staff's focused approach builds secure attachments and promotes children's self-esteem and confidence because they know that they are valued. As a result, children's emotional well-being is promoted. Children demonstrate that they are happy and settled at the nursery and have developed strong bonds with staff. For example, they cuddle up close to their key person when they are tired and need comforting. Moves within the nursery are sensitively handled. They are timed to fit in with the individual needs of children and families. This further supports children's good levels of confidence.

Staff manage children's behaviour efficiently in a way that is appropriate for their age and stage of development. They have a consistent approach in their expectations of how children should behave, as a result their behaviour is good. Children are given clear instructions and praise by staff for their achievements. This develops children's self-esteem and makes them feel appreciated. Children have a good awareness of safety as staff provide them with guidance on how to keep themselves safe. For example, children are reminded not to run into each other when playing superheroes as they may hurt themselves. Therefore, children are developing their understanding of how to keep themselves safe during their play and learning.

Children are developing a strong understanding of healthy eating and enjoy an excellent range of freshly prepared, nutritious snacks and meals. They help themselves to freely available water, so they do not get thirsty. Children wash their hands prior to eating and after using the toilet. They demonstrate great skill in doing this independently or with minimal support. The outside area allows children to get fresh air, learn about their environment and get vigorous exercise as they play princess and dinosaur games. Staff involve children in regular trips and outings in the local area, such as visiting the library, shops and botanical gardens. This helps children to learn about their community and the wider world around them. Consequently, children are making a wide range of relationships and developing their social skills in preparation for the later move onto school.

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

Leadership and management are good. The managers are organised, enthusiastic and take a proactive approach to managing the nursery. They demonstrate a good understanding of the Early Years Foundation Stage and are fully aware of their responsibilities in ensuring the safe and efficient management of the nursery. Clear safeguarding procedures and recruitment of staff, which includes obtaining Disclosure and Barring Services checks, help to keep the children safe. Comprehensive induction procedures means that the policies concerning health and safety are adhered to effectively. Staff have undertaken safeguarding training and demonstrate that they are confident in understanding the action, which they would take in a potential safeguarding

issue. All policies and procedures are reviewed regularly, helping to ensure practice remains safe. Thorough health and safety checks are carried out daily on all areas used by the children. The building is safe and entry and exit procedures are well organised. As a result, children are safeguarded from harm.

The management and their team are highly qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage and their role in overseeing the teaching and learning in the nursery. The managers take overall responsibility for overseeing the educational programmes, ensuring that they are implemented effectively. In addition, they monitor children's learning records regularly, to make sure that they are up to date and that observations and tracking reflect children's learning and progress. As a result, children with special educational needs and/or disabilities are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The managers support staff practice through regular team meetings, supervisions and appraisals. Although, the monitoring of staff practice is good, it is not yet rigorous enough to ensure the quality of teaching is consistently of an exceptionally high standard, so that children benefit from even more highly stimulating and motivating learning experiences. Staff are encouraged to consider their own training needs and identify where they feel they may require extra support to improve and achieve in their own professional development. The management have created a comprehensive evaluation plan to keep driving the already good provision forward. Parents' views are also valued and these are sought through the use of parent questionnaires and verbal feedback. This keeps parents fully involved in any changes to the environment or service, which they receive. Since the last inspection, the nursery has improved communication with other providers delivering the Early Years Foundation Stage to ensure continuity of learning and care.

The management team understand the importance of working in partnership with parents and outside agencies, such as speech and language therapists. Staff have good relationships with local schools that children will be attending and provide them with written summaries about their levels of development. Parents speak highly of the staff and management team. They express praise for the nursery's commitment to continuous high standards of care and teaching and for consistently meeting the needs of their children.

The Childcare Register

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

Unique reference number	300763
Local authority	Sheffield
Inspection number	867262
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	92
Name of provider	Sheffield Hallam University
Date of previous inspection	27/05/2010
Telephone number	0114 2252263

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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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