

# Handsworth Community Nursery

Richmond Park Drive, Sheffield, South Yorkshire, S13 8HH



## Inspection date

Previous inspection date

18 June 2015

8 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Staff do not use observations of children effectively to understand the specific needs of individual children. Consequently, planned activities do not challenge children and promote progress in their learning.
- Children are not always supported to think for themselves and make links between ideas, because teaching is not consistently good enough.
- Children are not adequately safeguarded. The nominated person failed to notify Ofsted about changes to the registered individuals on the committee. The manager does not have enough understanding of how to check the ongoing suitability of all people associated with the nursery.
- The provider does not ensure that all staff fully understand the nursery's safeguarding procedures. As a result, some staff are unsure about how to report concerns about children's welfare.
- The manager does not effectively review the progress of different groups of children. Consequently, it is not possible to check that all children are making good progress and that any gaps in attainment are closing.
- Staff's professional development and planned improvements to the nursery are not sufficiently focused on the quality of teaching.

### It has the following strengths

- Children are happy and occupied. The range of resources and activities provided cover the different areas of learning and children can independently access them.
- Parents value the care and attention their children receive from staff.

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

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure each child's particular learning needs and interests are met by making sure planned activities reflect what staff know about children from their observations and assessments of children's learning
- improve the quality of teaching so that children are supported to investigate, explore and think critically through stimulating and varied activities
- implement clear procedures to check the ongoing suitability of staff and other people associated with the nursery
- train all staff to ensure they know how to follow the safeguarding procedures, including how to report concerns to the Local Safeguarding Children Board.

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

- improve the way children's achievements are reviewed so that the progress of groups of children, for example children who speak English as an additional language, is thoroughly checked for any gaps in their achievements
- evaluate staff's interactions with children to identify staff training needs and the areas for improvement that will have the most impact on outcomes for children's learning.

### **To meet the requirements of the Childcare Register the provider must:**

- implement effective systems to ensure that all staff and individuals associated with the setting are suitable to work with children (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of the registered individuals on the committee (compulsory part of the Childcare Register)
- train all staff on the written procedures to be followed to safeguard children (compulsory part of the Childcare Register)
- implement effective systems to ensure that all staff and individuals associated with the setting are suitable to work with children (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children's activities and routines in the two playrooms and the outdoor spaces.
- The inspector spoke with the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector discussed the self-evaluation process and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### **Inspector**

Alison Byers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Children are not adequately challenged because the activities organised by staff do not reflect children's needs and interests. Staff regularly make observations of children, however, they do not include sufficient detail about individual children's interests and levels of development. As a result, activities do not always fascinate children and are not used effectively by staff to promote learning. For example, children are occupied by a cutting and sticking activity but it does not stimulate conversation and ignite their imaginations. Staff involve children in role play but teaching is not good enough to support children to use their own ideas. For example, children do not have the opportunity to arrange seats themselves to make a car for an imaginary trip. Consequently, they are not developing their thinking skills and making connections between different experiences. Older children have the opportunity to practise their writing skills and recognise the letters in their name in readiness for school.

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

Not all staff have a clear understanding of the nursery's safeguarding procedures. They know how to recognise concerns about children's welfare and how to report them within the nursery. However, they are unclear about how to contact the Local Safeguarding Children Board if they had concerns about the management of the nursery. As a result, not all staff are able to take swift action to safeguard children. Parents are happy with the level of care provided by staff and they work in partnership to share information. Children are happy and form secure attachments to staff. They confidently talk to visitors about what they are doing. Staff work with teachers to support children as they get ready for school. Children's overall health is promoted through daily outdoor play, discussions about healthy foods and dental care. Children are learning to wash their hands before they eat.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

Leaders do not have a sufficient understanding of their duty to ensure that all individuals associated with the nursery are suitable. They have failed to notify Ofsted of changes to registered individuals to check their suitability. Although vetting procedures have been completed for staff, the manager is not aware of her responsibility to check their ongoing suitability. The manager has clear ideas about how to develop the outdoor area so that it covers all the areas of learning. All staff are qualified, complete a range of training and are supported by regular meetings with the manager. However, the processes of self-evaluation and professional development are not focused on improving the quality of teaching. For example, observations of staff's interactions with children are not used to identify areas for improvement and training needs. Staff work with parents and other professionals to support children with special educational needs and/or disabilities. They share information about different approaches to help children work towards what they need to learn next. The manager reviews all assessments of children's learning, however, the progress made by different groups of children is not checked. Consequently, the

manager cannot be sure they are meeting the needs of children who speak English as an additional language and of two-year-old children who are receiving funded education.

## Setting details

<b>Unique reference number</b>	EY257456
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	855970
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	138
<b>Name of provider</b>	Handsworth Community Nursery
<b>Date of previous inspection</b>	8 May 2012
<b>Telephone number</b>	0114 2540113

Handsworth Community Nursery is a community run nursery, in Sheffield, which opened on its present site in 2003. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 4 and six at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. 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 children with special educational needs and/or disabilities.

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.

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