

# High Hazels Nursery & Pre-School

475 Main Road, Sheffield, S9 4QJ



<b>Inspection date</b>	27 November 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The knowledgeable management team has a clear focus for the future and monitors the nursery provision effectively. They lead and encourage the staff team sensitively which helps to maintain the nursery's good quality.
- Staff liaise closely with other agencies to support children and their families. They enable all to work well together and effectively meet children's needs.
- The quality of teaching is consistently good, particularly for pre-school children, where staff ensure they are gaining the skills they need for school.
- Staff provide a safe, welcoming and homely environment. Children enjoy their time at nursery and form trusting relationships with all staff.
- Managers seek and consider the views of parents, staff and children as they carry out effective self-evaluation and identify targets for improvements. The improvements they make have a positive impact on children's learning and care.
- All children are happy and make good progress from their starting points. This is because staff provide a broad range of well-planned activities for children which supports them to make good progress in their learning.

### It is not yet outstanding because:

- Arrangements for professional development are not ambitious enough to improve staff's knowledge and skills to an outstanding level.
- Staff have not planned the outdoor environment well enough to consistently offer children who prefer to play outdoors a wide range of enjoyable learning opportunities that reflects those offered inside.

## What the setting needs to do to improve further

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

- implement professional development plans that increase the potential to raise the overall quality of practice to an outstanding level
- provide a welcoming, stimulating outdoor environment where children who prefer to be outside are able to build on, and enjoy their learning fully.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector looked at relevant documentation, such as, the nursery's self-evaluation, policies and procedures, and evidence of the suitability of staff working in the nursery.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector had a tour of the premises, both indoors and outdoors, with the manager.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of their roles and responsibilities in keeping children safe from harm, and have completed safeguarding training. Regular risk assessments are completed to ensure the environment is safe and secure. Staff support, such as supervision meetings and training opportunities, has helped to make sure that staff are enthusiastic and highly motivated in their roles. They regularly observe, assess and plan for children's individual learning. Management monitors children's progress effectively to identify any gaps in their learning. They take appropriate action to make sure any gaps are swiftly closed. Parents receive regular updates about their children's progress and share information about children's achievements at home. Staff promote continuity for children's learning and development. Parents speak very highly of the nursery.

### Quality of teaching, learning and assessment is good

Staff use their qualifications well. They plan for children's learning in ways that meet their needs. As a result, all children make good progress and are well prepared for their next stage in learning. Staff teach children about counting, shape, size and quantity, and build on their growing mathematical understanding. Children enjoy a book of the month, and staff use this effectively to help promote early literacy skills. Staff model and extend children's use of language well. For example, they make good use of simple signing and resources to develop children's communication and language skills. This enables them to teach children, including those who speak English as an additional language, different ways to communicate. Staff provide children with first-hand experiences when learning about the world around them. For example, they have the chance to visit the local supermarket to learn about recycling. Children look forward to their weekly visit from the refuse collectors. Staff have built positive partnerships with them to offer children additional learning experiences. Younger children enjoy acting out real-life situations. They learn about caring for babies as they wash, dress and feed dolls.

### Personal development, behaviour and welfare are good

Children develop strong bonds with their key persons. They play in a welcoming and stimulating environment indoors. They are eager to take part and are confident and independent learners. Children enjoy healthy lifestyles. Staff constantly promote healthy eating and provide them with excellent opportunities for fresh air and exercise. Staff are positive role models, as they promote children's positive behaviour through regular praise and encouragement. All children, including babies, enjoy regular outings to local amenities. For example, they have trips to the local park to promote their awareness of the wider world, and to provide further opportunities to extend their physical skills.

### Outcomes for children are good

Children begin to develop their early writing skills and pencil control. They are well prepared for school as they gain the required skills and positive attitudes. Staff work well to ensure that all children, including those in receipt of funded early education, make consistently good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY488542
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1012611
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Dawn Janette Hind
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0114 2617676

High Hazels Nursery & Pre-School was re-registered in 2015. The nursery employs 12 members of childcare staff. All hold appropriate early years qualifications at levels 6, 4 or 3. The nursery opens from Monday to Friday, 8am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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