

Handsworth Community Nursery

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



| | |
|--------------------------|------------------|
| Inspection date | 14 December 2015 |
| Previous inspection date | 18 June 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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 manager demonstrates a strong commitment to improving outcomes for children. She has taken positive action to improve practice since the last inspection. Children's learning is frequently assessed and the manager and staff carefully track their progress so that any area where additional support is required is quickly identified.
- Staff speak to children in a calm and respectful manner, helping them to understand how to manage their own behaviour and make friends. Children enjoy a close and caring relationship with their key persons, which helps children feel settled, secure and ready to learn.
- The quality of teaching is good. Improvements to observations, planning and assessments provide a clear picture of children's good progress and next steps for their learning. Staff plan a broad range of activities linked to children's interests, both indoors and outside.
- Staff encourage children to try new activities and develop their skills by boosting their confidence and self-esteem with positive praise.
- Partnerships with parents, local schools, agencies and other providers work well and make a positive contribution to meeting children's needs.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to develop their counting skills and to compare size, length and weight.
- Staff do not always take account of children's different stages of development when organising group activities. Sometimes younger children are not fully engaged.

What the setting needs to do to improve further

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

- provide more opportunities for children to count and to compare size, length and weight
- improve the planning of some group activities and help children of different ages to be fully involved when taking part in activities together.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager. She looked at a sample of policies, including risk assessments, and discussed the manager's procedure for self-evaluation. She checked evidence of the suitability, qualifications and recent training of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a clear understanding of all legal requirements. The arrangements for safeguarding are effective. Staff know what to do if they have any concerns about a child's welfare and the manager has a clear understanding of her responsibilities. Staff are vigilant and supervise the children well, ensuring that security systems are effective. The manager reflects on the quality of practice and actively involves staff, parents and children in this process. She has an accurate view of the nursery's strengths and has clear plans in place for further development. Training and individual reviews with staff are helping to improve the quality of teaching and outcomes for children. Parents are provided with regular written and verbal updates about how well their children are progressing in their learning.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of how to promote children's learning and development. During play they question, show, suggest and explain ideas to enhance learning experiences. Toddlers have a wonderful time as they explore the sand tray outside. They enthusiastically stamp their feet and roar at their friends who squeal with excitement at being chased by a dinosaur. Pre-school children eagerly explore a tray of ice. They confidently investigate how the ice melts when they add warm water and problem solve how to turn it back into ice. Staff regularly review the learning environment to make sure activities and resources meet the needs of all children. This includes disabled children and those with special educational needs. Staff carefully organise activities to promote children's speaking and listening skills. Children enjoy talking about the letter they are writing to Father Christmas. Children develop their imagination and language skills as they pretend to be superheroes and use their senses as they explore a wide range of creative materials.

Personal development, behaviour and welfare are good

Children's health and emotional development are supported successfully. Children grow in confidence and develop independence in this welcoming environment. The enthusiastic and caring staff team ensure children's individual personalities and family backgrounds are known and planned for. Staff have a nurturing and friendly rapport with children. They show that learning, sharing and making friends is fun. This helps children develop the skills needed for their next stage in learning and the move on to school. Good attention is given to encouraging children to adopt a healthy lifestyle. Children have good opportunities to spend time outdoors, which they thoroughly enjoy. This promotes their well-being and they benefit from being in the fresh air.

Outcomes for children are good

Children make good progress in relation to their individual starting points. Where children's starting points are below those of other children of their age, they show improvement over time and the gap is closing. Children make choices about their play and learning and are developing confidence to express themselves and share their views. They are gaining the key skills to support their future learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY257456 |
| Local authority | Sheffield |
| Inspection number | 1020679 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 70 |
| Number of children on roll | 83 |
| Name of provider | Handsworth Community Nursery |
| Date of previous inspection | 18 June 2015 |
| Telephone number | 0114 2540113 |

Handsworth Community Nursery registered in 2003. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and three at level 4. 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 disabled children and those with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

