

The Old School House Nursery School

The Rise, 4 Endcliffe Rise Road, SHEFFIELD, S11 8RU



Inspection date

11 March 2016

Previous inspection date

14 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 and senior leadership team have high expectations. They work together well to identify the nursery's strengths and build on them. They make sure that children of all abilities make good progress from their individual starting points.
- Children enjoy a good range of engaging activities. For example, they enjoy learning to speak French. Staff have a good knowledge of how children develop and learn. They help children to increase their self-confidence, awareness and eagerness to learn.
- Children are kind and thoughtful towards each other. Staff are good role models for children to follow. They help children to cooperate and play together. For example, children work as a team when they wash their vehicles in the role-play car wash.
- Children are safe and well looked after. Staff respond effectively to children's personal and emotional needs. Babies and older children quickly form strong bonds with their key persons and other staff when they first start.
- Staff establish strong relationships with parents. Parents are well informed about their children's progress and feel supported to contribute to their learning at home.

It is not yet outstanding because:

- The professional development of staff is not always sharply focused on how the good quality of teaching will be raised to outstanding, so that outcomes for children improve further still.
- Procedures to analyse and compare the progress of different groups of children are not yet well established so that staff can swiftly identify and address any emerging gaps in learning.

What the setting needs to do to improve further

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

- focus the professional development of staff more effectively on how the quality of teaching will be raised to outstanding
- make full use of assessment outcomes to compare the achievement of different groups of children to address any variations in learning and support their rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of the leadership and management is good

The manager and her staff successfully gather the views of parents and children to evaluate the nursery's effectiveness. They set challenging targets for further improvement. The senior management supports staff through regular supervision meetings and their close teamwork has been externally recognised and awarded. The staff provide a rich curriculum that broadens children's experiences through, for example, staff's skills in foreign languages and music. Arrangements for safeguarding are effective. Staff are well trained in all aspects of child protection and first aid. They apply their knowledge extremely well to create a safe and caring environment.

Quality of teaching, learning and assessment is good

Activities are planned well to help children of all abilities make good progress in their learning and development. Staff have clear expectations and engage children well in their learning. They help children to acquire the skills and attributes they need to successfully start school. Children develop positive attitudes to learning. The teaching of basic literacy and numeracy skills is good. Resources are bright and stimulating. For example, children enjoy building large towers with colourful construction toys and comparing the height to each other and members of staff. Staff provide strong support to disabled children and those with special educational needs to help them fulfil their potential. They work well with other educational and health professionals to meet the children's needs.

Personal development, behaviour and welfare are good

Children work and play together well. They respond positively to the good examples staff set. Children learn to listen to each other and to take turns. For example, they are patient and helpful towards each other when they negotiate an outdoor obstacle course over different levels of balancing and climbing equipment. Staff help children to increasingly think for themselves and act with independence. They are polite and well behaved. Children take pride in saying thank you in both English and French. Children's social skills are well developed. They form strong relationships with their key person and other staff. Children are inquisitive. Staff help children to learn to make decisions and give their views and opinions.

Outcomes for children are good

Children make good progress from their different starting points. Staff help all children, including those who speak English as an additional language, to achieve well in their early reading, writing and number skills. For example, children enjoy improving the formation of the letters in their name using the interactive computer screen. They listen to stories with interest and repeat the rhymes. Children's physical development is promoted well. Babies learn to crawl towards the brightly coloured toys in their room and pull themselves up on the soft furniture. Older children create their own intricate patterns by weaving thread on card.

Setting details

Unique reference number	EY388669
Local authority	Sheffield
Inspection number	859132
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	0 - 8
Total number of places	86
Number of children on roll	96
Name of provider	Old School House Nursery Limited
Date of previous inspection	14 June 2010
Telephone number	0114 2663230

The Old School House Nursery School was registered in 2009. The nursery employs 20 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. One member of staff has Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children, those with special educational needs and those who speak English as an additional language.

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