

# Bole Hill Nursery

85 Bole Hill Road, Sheffield, South Yorkshire, S6 5DD



## Inspection date

27 January 2017

Previous inspection date

19 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always obtain written permission from parents before administering medication.
- The systems in place for managing the performance of staff are not fully effective. The manager does not monitor staff practice closely enough to ensure relevant support, training and coaching are provided to improve children's care and learning experiences.
- The quality of teaching across the nursery is variable. Staff in the baby and toddler rooms do not always provide purposeful play experiences that sufficiently focus on children's next steps in learning.
- Staff do not fully involve parents in assessing the starting points for children's learning.
- Babies have few opportunities to take part in rich and varied learning experiences outdoors.

### It has the following strengths

- The key-person system is effective in supporting children emotionally when they move from room to room within the nursery. Staff provide parents with information and photographs of staff working in the next room, to share with their children. This helps parents and children to be well prepared for the changes they will face.
- Staff help children to manage their behaviour. They have measures in place to promote positive behaviour, for example, they give children praise for their achievements and encourage them to share.
- The manager and staff ensure that the nursery is securely maintained. Risk assessments help to identify and minimise any hazards. This helps to keep children safe.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ obtain written permission from parents to administer medication	03/02/2017
■ improve the performance management of staff to ensure they are more effectively monitored and supported to continue to build on their knowledge of care practices and to strengthen their teaching skills	27/06/2017
■ ensure children under three years are provided with a suitable range of purposeful play experiences which takes account of their next steps in learning, to support their good progress.	27/06/2017

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

- support parents in sharing information about what children already know and can do, in order to help inform the assessment of the starting points in their children's learning
- consider how to provide babies with more varied and stimulating opportunities during outdoor play.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- One inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and deputy manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents and reviewed their written comments during the inspection and took account of their views.

### Inspector

Hayley Ruane and Melanie Arnold

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Performance management of staff is not fully effective. The manager and deputy manager monitor and evaluate some aspects of practice. However, these procedures are not yet robust enough to ensure staff build on their knowledge so that children benefit from good quality teaching and care practice across the nursery. Arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse. Key persons monitor the progress of individual children and the manager is in the early stages of reviewing the progress of groups of children. The manager and staff are beginning to work closely with other agencies and professionals to appropriately support children with special educational needs and disabilities. Although the manager has made some improvements since the last inspection, these have not been effective in maintaining good quality provision throughout the nursery. Parents comment positively about the nursery. They say that staff are friendly and keep them well informed about their children's learning.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is not consistently strong throughout the nursery. Staff engage with children and follow their lead. However, staff in the baby and toddler rooms do not use observations and planning effectively enough. These children are therefore not provided with purposeful play experiences which challenge and build on their learning. Nevertheless, babies enjoy posting large coloured coins into a piggy bank and toddlers have fun playing with dough, using a range of cutters to make different shapes. Staff talk to the younger children and model how to use the resources. Staff working with pre-school children provide them with an interesting range of activities that is well planned to extend their learning. They play physically challenging games with children outdoors.

### **Personal development, behaviour and welfare require improvement**

Although staff obtain verbal permission from parents to administer medication to children, they do not always obtain written permission. Nevertheless, the nursery cook provides children with a good range of healthy foods to suit their dietary requirements. Pre-school children and toddlers have daily access to outdoor play where they explore a variety of activities and resources. However, babies are not always provided with the same experiences. All children develop their physical skills when they play in the soft-play area. Staff encourage children to be independent. They give babies lots of cuddles and reassurance to support their emotional well-being. Staff gather more information from parents about children's care needs than what children already know and can do.

### **Outcomes for children require improvement**

Inconsistencies in teaching result in babies and toddlers, including those in receipt of two-year-old funding, not making as much progress as possible. However, pre-school children are making good progress and they are developing the key skills needed for their future learning. They confidently write their names independently, developing their literacy skills. Pre-school children learn to sit well, to listen carefully and to follow instructions.

## Setting details

<b>Unique reference number</b>	300754
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1063890
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	131
<b>Number of children on roll</b>	176
<b>Name of registered person</b>	The Unity Centre Ltd
<b>Registered person unique reference number</b>	RP520483
<b>Date of previous inspection</b>	19 April 2013
<b>Telephone number</b>	0114 281 2864 or 0114 281 2865

Bole Hill Nursery was registered in 1997. The nursery employs 48 members of childcare staff. Of these, 32 hold appropriate early years qualifications at level 3, one at level 5 and one at level 6. The nursery opens from Monday to Friday all year round, apart from one week between Christmas and new year and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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