

Sheffield Hallam University Nursery

Broomgrove Road, SHEFFIELD, S10 2LW



Inspection date

7 August 2017

Previous inspection date

6 January 2015

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

- Staff are caring and responsive to children's needs. They recognise when children require extra emotional support. Children's behaviour is good. Staff support them to be polite and consider the feelings of their friends. This helps children to feel secure and builds their social skills in readiness for school.
- The management team analyse information gained from tracking the progress children make. They work closely with other agencies to help children narrow any gaps in their learning. Additional funding for children is used effectively. Children, including those who have special educational needs and/or disabilities, make good progress from their starting points.
- Parents are well informed about their children's progress and receive advice to support children's learning at home. They say, 'nurseries all over the country should be like this one'.

It is not yet outstanding because:

- The provision outside does not yet consistently offer opportunities across all areas of learning, to effectively support those children who prefer to learn outdoors.
- Staff do not consistently gather information from parents about what children can already do when they first start, to inform the planning of activities and experiences from the outset.

What the setting needs to do to improve further

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

- extend the range of outdoor activities for children who prefer to learn outside, in order to raise the quality of the provision even further
- extend information gathering from parents to include children's prior knowledge and skills when they start at the setting, to help plan for their next steps in learning.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Ruth Moore

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of child protection issues and know the correct procedures to follow if they have any concerns. Rigorous recruitment and vetting procedures, including ongoing suitability checks, ensure staff are suitable to work with children. The systems in place for monitoring staff practice are focused on raising the quality of teaching to the highest level across the nursery. Staff are well supported through ongoing supervision and training. This has a positive impact on the quality of children's development and welfare. The ambitious management team aims to be outstanding. They evaluate the setting's practice and have a clear understanding of the strengths and weaknesses. Action plans are in place to ensure all aspects of the provision continually improve.

Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of teaching is good. They use their assessments and observations to help them identify what children need to learn next. Staff skilfully interact with the children and deliver well-planned activities that support their needs and interests. This contributes towards children becoming motivated and enthusiastic learners. Staff organise playrooms effectively so that children enjoy a wide variety of exciting experiences. Children are developing skills to help them listen to others, express their own ideas and have a go. Children work as a team to decide the colour and how much glitter they want to add to their dough mixture.

Personal development, behaviour and welfare are good

A well-embedded key-person system enables children to form secure emotional attachments with staff. They are very happy, relaxed and show high levels of confidence. This contributes to their self-worth and feelings of being safe. Children are engaged in their chosen activities and concentrate for prolonged periods of time. They enjoy talking to staff about the cookies they are baking, and inform each other to be careful as the oven may be hot. Standards of hygiene are consistently good and food is freshly prepared and nutritious. Children enjoy fresh air and daily exercise. This helps support their health and physical well-being. The nursery staff work closely with the different schools that children will attend. They invite teachers to visit the nursery to help children feel confident about starting school.

Outcomes for children are good

Children, including those in receipt of funding, achieve well and make good progress during their time at the nursery. They are developing self-esteem and an eagerness to learn. Babies show growing confidence and natural curiosity, as they use their senses to explore. They relish feeling the textures of sand and splashing in water. Toddlers eagerly investigate the number of wheels their cars and trucks have. Older children enjoy colouring and completing dot to dot puzzles. All children thoroughly enjoy their learning and develop a wide range of skills to help them become ready for school.

Setting details

Unique reference number	300763
Local authority	Sheffield
Inspection number	1090509
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 - 4
Total number of places	74
Number of children on roll	106
Name of registered person	Sheffield Hallam University
Registered person unique reference number	RP904312
Date of previous inspection	6 January 2015
Telephone number	0114 2252263

Sheffield Hallam University Nursery registered in 1979. The nursery employs 19 members of childcare staff, of whom all hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, 49 weeks of the year. 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 have 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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