

Bole Hill Nursery

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



Inspection date	26 January 2018
Previous inspection date	27 January 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not check the ongoing suitability of staff.
- The provider does not assess whether the manager is meeting the requirements of her role. He does not provide supervision, coaching or mentoring to support her.
- On occasions, staff do not observe and listen to children carefully to re-shape activities and extend their learning effectively, to help them make the best-possible progress.

It has the following strengths

- The manager seeks the views of children, parents and other professionals and discusses changes with them. For instance, she has installed a water feature to enhance outdoor play. These strong partnerships also support effective monitoring of children's progress. Staff quickly identify and address any gaps in learning successfully.
- Overall, staff have a good understanding of how children learn. Children enjoy a varied and interesting curriculum. Staff focus planning well to help children reach their learning goals and outcomes are improving.
- Staff support children well to develop self-control and good behaviour. They are positive role models. They celebrate children's achievements, which promotes children's confidence and sense of self-esteem. Children enjoy a varied range of experiences that promote understanding of people, families and the wider world.

What the setting needs to do to improve further

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

	Due Date
■ develop procedures for checking the ongoing suitability of all adults who have contact with children, including checks that they are not disqualified by association because they live in the same household as another person who is disqualified	09/02/2018
■ implement appropriate arrangements for the supervision of the manager and provide support, coaching and training to help her successfully fulfil her role and responsibilities.	24/02/2018

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

- support staff to be more perceptive to children's emerging interests and to make the most of spontaneous teaching opportunities, to build on children's learning further and challenge them to make the best-possible progress.

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.
- The inspectors completed joint observations with the nursery manager and deputy managers.
- The inspectors 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 inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not check the ongoing suitability of staff. For instance, he does not check whether staff live with someone who is disqualified from working with children. This means that children's safety cannot be assured. The provider does not monitor the manager's practice or make arrangements to support her to fulfil her role and responsibilities. Nevertheless, the manager has taken positive action to raise the standard of teaching in the nursery and improve the experiences for children. She is working with staff to address weaknesses in their practice through focused training and mentoring. As a result, planning has improved and children make better progress. Staff implement policies and procedures effectively. They know the signs and symptoms that indicate a child might be at risk from harm. They know the procedures to follow if they have any concerns about a child's welfare, or about an adult. Staff complete risk assessments to ensure the environment is safe for children and any hazards are minimised. They supervise children well. Procedures for administering medicines are robust. Staff ensure written permission is obtained from parents before any medication is given to children.

Quality of teaching, learning and assessment is good

Staff ask parents about children's skills and abilities when they enter the nursery. Parents are involved in assessing their children's progress and are encouraged to continue their child's learning at home. For example, pre-school children take a reading book home each week. The manager supports staff to focus their planning sharply. Their increased knowledge helps them to plan a stimulating curriculum that captures children's interests. Babies enjoy exploring materials with their hands and feet. Staff introduce new words, such as 'squashy' and 'wobble', to support their developing communication and language skills. Children play hide and seek under a parachute and laugh aloud as staff find them. They develop good mathematical skills. Staff help them to count and group objects. Staff involve children in sharing stories and encourage them to draw shapes and patterns. They build on children's developing literacy skills.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and well-being is not assured. Nevertheless, the key-person approach works effectively. Children receive high levels of support as they move through the nursery and eventually on to school. Staff are patient and give children clear messages to deepen their understanding of right and wrong. Staff promote good health and hygiene. Children develop their physical skills. They aim and throw balls, use hula-hoops and climb using their hands and feet.

Outcomes for children are good

Children who have special education needs (SEN) and/or disabilities receive a high level of support, including from external agencies. All children make good progress from their starting points. Children have strong communication and language skills. They develop the social skills, confidence and self-assurance they need for their future learning.

Setting details

Unique reference number	300754
Local authority	Sheffield
Inspection number	1084065
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	131
Number of children on roll	168
Name of registered person	The Unity Centre Ltd
Registered person unique reference number	RP520483
Date of previous inspection	27 January 2017
Telephone number	0114 281 2864 or 0114 281 2865

Bole Hill Nursery registered in 1997. The nursery employs 42 members of childcare staff. Of these, 36 hold appropriate early years qualifications at levels 2, 3 or above. 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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