

# The Sheffield City College Nursery

Castle Centre, Granville Road, Sheffield, South Yorkshire, S2 2RL



## Inspection date

8 February 2018

## Previous inspection date

18 December 2014

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

- Parents welcome the regular and detailed feedback they receive about their children's achievement. They appreciate the guidance and support staff offer to them.
- The experienced manager and her deputy set a clear direction for the nursery's future development. They lead a well-qualified staff team with energy, enthusiasm and consideration.
- Children make good progress from their individual starting points throughout their time in nursery. Staff help children to achieve well in all aspects of their learning. Children are well prepared for the next stage of their education, including their eventual move on to school.
- Staff are positive role-models. They create a warm and caring environment where children feel valued and respected. Children learn to behave well and to consider the needs of others.
- Staff accurately assess children's progress. They help children to build well on their interests, knowledge and curiosity. They use additional funding effectively to support children's learning and address any gaps in their development.

### It is not yet outstanding because:

- Staff do not always challenge the most-able children as much as possible, to further extend their learning.
- Procedures to develop staff's effectiveness are not focused sharply on further improving the quality of teaching.

## **What the setting needs to do to improve further**

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

- increase the challenges that staff provide for the most-able children during their activities
- sharpen the focus of the performance management of staff, to further raise the quality of teaching.

### **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 to children and staff at appropriate times throughout the inspection.
- The inspector completed joint observations with the deputy manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

### **Inspector**

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

Staff work together well to identify key priorities for further development and take effective steps to meet them. They take good advantage of training and support to strengthen, for example, the teaching of mathematics and development of children's communication and language skills. The manager and staff take good account of the views of parents through regular discussions, questionnaires and meetings. The management carefully considers the achievement of all groups of learners to identify and address any gaps in their development. Arrangements for safeguarding are effective. The designated safeguarding leader ensures that staff are well trained in child protection procedures. She tests their knowledge and understanding through regular checks and quizzes. All staff are trained in first aid. Staff are observant and vigilant of children.

### Quality of teaching, learning and assessment is good

Staff make good use of detailed information from parents to accurately assess children's individual starting points. They provide rich and varied activities to help children acquire the skills they need for their future learning. For example, they help children to follow instructions when they make their own play dough or plan their menus for a meal to celebrate the Chinese New Year. Staff are skilful in helping children to use their listening and speaking skills. For example, they encourage children to listen carefully to well-chosen stories and to echo back repeated phrases and rhymes. They support children's ability to think, solve problems and make predictions. For example, they discuss and see, which toy car goes the fastest down the slide.

### Personal development, behaviour and welfare are good

Children know their key person well and build good relationships with all staff. This contributes to the smooth start that children make in their educational experiences. Staff successfully support children to develop their social skills and gain confidence in their own ability. For example, they help children to work together in large and small groups and to address each other by their names. They support children with regular and purposeful praise and guidance and show respect for their work through displays around the rooms. Children learn to be increasingly independent and to make their own decisions and choices. For example, babies are introduced to an increasingly wide range of colourful and stimulating toys and encouraged to choose, which to play with.

### Outcomes for children are good

Children make good progress in their mathematical skills. For example, they estimate and measure quantities of ingredients in their baking activities. Babies match the plates and cups in their role-play café by their shape and colour. Children make good progress in recognising the sounds that different letters represent and they find them in their names. Children's physical skills are developed well. For example, they learn to be increasingly adventurous and work together to create interesting balances on their climbing frames.

## Setting details

<b>Unique reference number</b>	300858
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1103414
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	The Sheffield College
<b>Registered person unique reference number</b>	RP902215
<b>Date of previous inspection</b>	18 December 2014
<b>Telephone number</b>	0114 2602818

Sheffield City College Nursery registered in 1997. The nursery employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or higher, including three at level 6 and one with early years professional status. The setting 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.

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