

# Woodhouse Nursery

53 Beighton Road, Woodhouse, SHEFFIELD, S13 7PN



## Inspection date

16 February 2018

Previous inspection date

29 October 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

- Leadership is very strong. The provider and manager evaluate the nursery and have a very good vision and strong aspirations to help raise the quality of the provision further.
- Staff provide a very caring and nurturing environment that effectively supports children's emotional well-being effectively. Children settle quickly and build good relationships with their key person.
- Children make good progress relative to their starting points. Staff use observations and assessments of children well and plan for what children need to learn next effectively.
- Children develop good social skills and enjoy playing with their friends and staff. Staff are positive role models and provide children with good examples of how to interact with others. Children behave well.
- Staff work well with parents and keep them fully informed about their children's learning and development. They help parents support children's learning at home, for example, by lending books for parents to read to their child.

### It is not yet outstanding because:

- Staff do not consistently organise group activities in the nursery room consistently to maximise children's levels of engagement and interest.
- At times, staff do not organise routines well enough to prevent some children having to wait a long time for their turn to become engaged in meaningful learning experiences.

## What the setting needs to do to improve further

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

- strengthen group activities in the pre-school room to keep all children fully involved and interested, and to help them make the best possible progress
- review the organisation of some routines to avoid children having to wait too long to become involved in their learning experiences.

### Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection and held discussions with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to the monitoring of children's progress.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a very secure understanding of the local safeguarding procedures and how to report any concerns about a child's welfare. They understand their responsibilities to report any allegations made against staff to appropriate agencies. Recruitment procedures are rigorous and help to ensure staff are suitable for their role. The manager supports staff well in their professional development and provides regular feedback to them on their performance to help improve teaching. Staff attend training to help improve the outcomes for children. For example, staff have attended outdoor-play training, which has had a positive impact on how children learn when playing outside. Staff form secure partnerships with external agencies and the local school to help ensure continuity in children's learning and development.

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

The staff are well qualified and understand that children learn through play. They use their knowledge of children's interests effectively to plan a broad range of activities across the areas of learning overall. For example, nursery children learn how to measure as they make Chinese lanterns. Younger children actively engage in pretend play and go on a journey to the park, and pretend to mend a tyre. Staff offer babies good opportunities to explore different textures using their senses, for instance, as they play with coloured noodles. Staff use their thorough knowledge of children to complete ongoing observations. This helps staff to ensure they continue to challenge children and help them to make good progress. The manager has very effective systems to track children's attainment and progress over time, and to identify and address any gaps in their development.

### Personal development, behaviour and welfare are good

Children have good self-esteem and show that they feel emotionally secure. Babies and young children confidently explore their surroundings and resources under good staff supervision. Older children are curious and inquisitive. Staff support children to develop a very secure understanding of how to develop healthier lifestyles. Children enjoy frequent exercise outside. They learn the importance of maintaining good hygiene, such as washing their hands frequently, cleaning their teeth and eating freshly prepared, healthy balanced meals. Children have a good awareness of safety. For example, they use scissors with care and learn to ride bicycles skilfully around the track.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and children who speak English as an additional language, make good progress. They gain skills that will benefit their future learning and their eventual move to school. Older children listen and use their speaking skills well. Children are confident and have a positive attitude to their learning.

## Setting details

<b>Unique reference number</b>	EY441272
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1105400
<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 - 5
<b>Total number of places</b>	74
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Sunningdale (Yorkshire) Limited
<b>Registered person unique reference number</b>	RP903313
<b>Date of previous inspection</b>	29 October 2014
<b>Telephone number</b>	0114 2693929

Woodhouse Nursery registered in 2012. The nursery opens five days a week, from 8am to 6pm, all year round, except for bank holidays. The nursery receives funding for free early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities, and children who speak English as an additional language. There are currently 20 staff working directly with the children, of whom 19 have appropriate childcare qualifications at level 3 or above. This includes the manager who holds an early years foundation degree and one member of staff who holds qualified teacher status.

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