

Bole Hill Nursery

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



Inspection date

11 July 2018

Previous inspection date

26 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The senior management team demonstrate a strong commitment to improving outcomes for children. They have worked effectively since the last inspection to ensure all previous actions have been addressed. They evaluate and reflect on their practice and have put together detailed action plans that are regularly reviewed.
- Staff are compassionate and respond quickly to meet children's care needs. Staff offer comfort to children when they wake from sleep. Babies relax as they snuggle up to their key person for a feed. Older children approach staff for a hug when they need it.
- All children, including those who have special educational needs (SEN) and/or disabilities or who speak English as an additional language make good progress from their starting points.
- Staff help children learn to stay healthy and safe. For instance, robust procedures and thorough training for all staff has been put in place to effectively maintain good standards of hygiene and safety.

It is not yet outstanding because:

- Ways of sharing information about how parents can continue to contribute and support their children's learning at home are not as well developed.
- Staff do not always give children sufficient opportunity to do things for themselves, intervening too quickly. This impacts on their developing independence skills. Similarly, when asked questions by staff, children are not always given enough time to think and respond to help them build and extend on what they already know.

What the setting needs to do to improve further

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

- strengthen partnership working with all parents to engage them more in their children's ongoing development and continued learning at home
- give children time to respond to questions asked by staff and to do things for themselves, in order to extend and build on what they already know and can do.

Inspection activities

- The inspectors observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The second inspector completed a joint observation with the Early Years Teacher.
- The inspectors looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The lead inspector held meetings with the provider and the senior leadership team and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed evidence of the suitability, qualifications and recent training of staff working in the nursery.
- The inspectors spoke to parents and children during the inspection and took account of their views.
- The inspectors had a full tour of the premises used for childcare.

Inspectors

Tara Street / Sarah Dimsdale

Inspection findings

Effectiveness of the leadership and management is good

The senior management team have worked tirelessly to make significant changes to the nursery. Staff work closely as a team and morale is high. All staff receive support to develop their professional knowledge and skills, through regular supervisions, targeted training, mentoring and meetings. For example, newly established peer on peer observations are helping staff to improve the quality of their teaching. New tracking systems are helping the senior leadership team to closely monitor children's progress to ensure they are well supported. Interventions are timely and minimise any gaps that might occur in children's learning and development. Recruitment and induction of new staff is thorough. Safeguarding is effective. For example, all staff know what to do if they have concerns about a child's welfare. They work closely with other professionals to ensure those who may be at risk of harm are kept safe.

Quality of teaching, learning and assessment is good

Staff have worked hard to implement a range of recent improvements. This includes de-cluttering rooms to create different learning areas and reviewing the planning of activities. Consequently, staff plan stimulating activities that are now more closely linked to children's daily interests and identified gaps in learning. For instance, babies eagerly explore using their senses, making sounds with musical instruments and creating marks in paint with their hands. Toddlers giggle as staff play peek-a-boo with them, and older children experiment with messy activities, such as sand, water and soil. Overall, communication and language skills are supported well. Staff introduce words, such as 'bicycle' and 'ambulance' as children look at books together. Good opportunities are planned for children to build on their mathematical knowledge, such as when they enthusiastically sing number rhymes together.

Personal development, behaviour and welfare are good

Staff create a warm and nurturing environment. They gather useful information from parents about their child's development when they start. This helps them get to know the children's individual needs. Children learn to be considerate of each other's feelings as staff positively support their social and emotional well-being. Visits to local places such as walks to the park, help reinforce children's learning about the wider community. Staff effectively promote healthy lifestyles. The snacks and meals provided are nutritious and healthy and children enjoy daily exercise both outside and in the indoor play area.

Outcomes for children are good

All children make good progress. Where children's starting points are below those of other children of their age, they show improvement over time and any gaps are closing. Children learn skills which prepare them well for their next stage of learning. They are confident and ready to move on to the next room as they progress through the nursery, from the baby room through to pre-school. All children make choices about their play and learning and are developing confidence to express themselves and share their views. Older children are sociable, inquisitive and eager to try out new things.

Setting details

Unique reference number	300754
Local authority	Sheffield
Inspection number	1133795
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	131
Number of children on roll	171
Name of registered person	The Unity Centre Ltd
Registered person unique reference number	RP520483
Date of previous inspection	26 January 2018
Telephone number	0114 281 2864 or 0114 281 2865

Bole Hill Nursery registered in 1997. The nursery employs 49 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 26 with level 3, two with level 5, two with level 6 and one with Early Years Teacher status. 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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