

Inspection date	30 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that all staff, including those with lead responsibility for safeguarding, have a secure, up-to-date knowledge of child protection issues and reporting procedures. This compromises children's safety.
- The provider does not make sure that staff have a sufficient understanding and use of English to ensure the well-being of children.
- The provider has not kept a record of all the required information to show how they have assessed staff's suitability.
- The provider does not provide sufficient supervision, training and support to help staff understand their roles and responsibilities. The quality of teaching does not support all children to make the best possible progress and raise outcomes.
- Arrangements for monitoring, observation and assessment are not effective to enable staff to plan precisely for children's individual development needs and narrow any gaps in their learning. Staff do not prepare children well enough for their future education.
- Staff do not gather enough information from parents about children's prior learning to inform their initial assessments. Parents do not always know what their children are learning next to support continuity of learning at home.

It has the following strengths

- Children who speak English as an additional language have opportunities to develop and use their home language in play.
- Children have daily opportunities to enjoy physical exercise and get plenty of fresh air.

What the setting needs to do to improve further

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

	Due date
ensure that staff have up-to-date knowledge of safeguarding issues, with particular regard to understanding signs and symptoms of possible abuse and neglect and how to respond in a timely and appropriate way to any concerns they may have about a child in their care	21/12/2018
ensure staff have an understanding of government guidance, including 'Working Together to Safeguard Children 2018' and the 'Prevent duty guidance for England and Wales 2015'	21/12/2018
ensure there is a suitably trained person to take the lead responsibility for safeguarding children when the lead practitioner for safeguarding is absent from the nursery	21/12/2018
make sure staff have sufficient understanding and use of English to ensure the well-being and safety of children in their care	14/12/2018
maintain and make accessible records of the vetting processes that have taken place to demonstrate how staff's suitability has been assessed	14/12/2018
evaluate teaching practice effectively and provide support, coaching and training for all staff so children benefit from high-quality learning experiences that promote their good progress	30/04/2019
ensure that staff complete regular and accurate assessments that give a clear overview of the progress that children make and use additional funding effectively to narrow gaps in outcomes	30/04/2019
identify and consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable learning experiences that help them to make good progress in all areas of learning	30/04/2019
make sure children benefit from purposeful play and improve staff interactions with children to ensure they respond positively to each child's emerging needs and interests	30/04/2019

encourage parents to share information about their child's skills and abilities, and share information regularly with them about their child's progress and what they need to learn next, to enable parents to continue children's learning at home.	30/04/2019
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Inspection activities

- The inspection was carried out as a result of a risk assessment, following information Ofsted received about the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.

Inspector
Jane Tucker

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The deputy manager does not have the required knowledge to take the designated safeguarding lead role in the manager's absence. She has a poor understanding of wider issues surrounding child protection and current legislation. The deputy manager is not aware of reporting procedures in the event of an allegation against a member of staff. Some staff do not have a sufficient command and understanding of the English language to undertake their role effectively. They cannot explain child protection procedures or how to summon emergency help if needed. The provider does not ensure the safety and welfare of children. They do not record information about staff qualifications, identity checks and vetting processes to demonstrate their safe recruitment practice. The provider does not provide suitable coaching, training or support for staff to ensure they offer good-quality learning and development experiences for children. Although some staff have undertaken mandatory training courses, there is not enough focus on improving the quality of teaching. Leaders do not share information with the manager about which children are accessing early education funding. This means the impact of any early years pupil premium funding on children's progress cannot be assessed. Despite the failings, the manager is experienced and knows what to do to improve practice. However, action taken by the provider to tackle areas of identified weakness is insufficient. This has a negative impact on children's outcomes. Staff make sure that the premises are secure and meet the adult-to-child ratio requirements.

Quality of teaching, learning and assessment is inadequate

Weaknesses in the observation, assessment and planning process have a significant impact on the success of children's learning. Observations of children's achievements are not regular enough and gaps in some aspects of their learning have occurred over time. Assessments of children's progress are not accurate. Staff do not routinely identify children's next steps in learning. They do not consider children's individual interests and learning needs when planning to support their good progress. Staff provide some activities, such as circle time and children sing songs and copy actions. However, these experiences lack purpose and challenge because staff do not use this time to support and extend what children need to learn next. At times, staff sit at the side of children and yawn. They miss opportunities to interact and enhance children's self-chosen play. Staff do not encourage parents to share information about their children's starting points on entry. They do not keep parents up to date with what their child is learning next, to help them continue children's learning at home.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant impact on children's welfare, safety, learning and development. Activities do not encourage children to be active learners. Despite this, children enjoy their time at the nursery. They have formed appropriate emotional bonds with staff. Children are confident to explore their environment. They behave well and play cooperatively with their friends. Children follow good hygiene routines before they sit at the table with their friends to enjoy their healthy snack. They develop independence in their self-care skills.

Outcomes for children are inadequate

Children do not make the progress they are capable of. They do not attain the good range of skills they need for the move on to school. Nevertheless, children enjoy using tools to make marks in play dough. This helps them to develop the small muscles in their hands that they need for early writing. Children develop some early mathematical understanding, such as recognising shapes.

Setting details

Unique reference number	EY537721
Local authority	Sheffield
Inspection number	10085822
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	2 - 4
Total number of places	30
Number of children on roll	60
Name of registered person	Hussain, Sunnah
Registered person unique reference number	RP537720
Date of previous inspection	Not applicable
Telephone number	07837555740

Hope Nursery registered in 2016. The nursery employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 2 or above, and two are unqualified. The nursery opens Monday to Friday, term time only. Sessions are from 9am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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