

Beech Hill Nursery School

22 Beech Hill Road, SHEFFIELD S10 2SB



Inspection date	12 March 2019
Previous inspection date	26 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager and her deputy provide assured, steady and purposeful leadership to the well-qualified staff team. They have high expectations overall and are ambitious for all groups of children to achieve their best.
- Staff know the children in their care well. They make accurate assessments of children's achievements when they first start at the nursery and use the information well to plan for their future learning.
- Staff work closely with parents to identify children's needs and interests from the time they start in the nursery. This contributes to the good progress children make over time and helps prepare them for the next stage in their learning, including starting school.
- Staff are very positive role models. They successfully promote good manners and encourage children to behave well. They help children to develop an understanding of the needs of others and to celebrate different views and beliefs.
- Parents are proud to be part of the nursery community. They feel they are well informed and receive good guidance to support their children's learning at home. They particularly appreciate the homely nature of the setting and the professional and open manner of the manager and her staff.
- Occasionally, staff do not challenge children effectively to use and apply the knowledge and skills they are learning.

What the setting needs to do to improve further

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

- strengthen staff's challenge to children to use and apply the knowledge and skills they are learning
- increase children's access to a range of books in the pre-school rooms that they can independently choose to read.

Inspection activities

- This inspection took place following Ofsted's risk assessment process. The inspector observed activities and the quality of teaching in the indoor and outdoor areas, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held discussions with the manager. He reviewed a range of documentation, including the procedures to check the suitability of staff.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The manager and deputy listen to the views of staff, parents and children to rigorously improve the nursery's provision. The nursery has, for instance, strengthened opportunities to hold in-depth discussions about children's progress in response to parental views. The manager makes good use of training to strengthen staff's teaching and leadership skills. The nursery staff build close relationships with other settings and support children's smooth transition to the next stage of their education. Arrangements for safeguarding are effective. The manager ensures that staff take good advantage of training on all aspects of protecting children from harm. They regularly challenge staff through spot quizzes and checks at regular staff meetings. Staff are vigilant. They accurately assess risks to ensure children play in a safe and welcoming environment indoors and out.

Quality of teaching, learning and assessment is good

Staff are imaginative and have high expectations overall. They help children to develop a sense of expectation and anticipation through regular routines, such as the cheerful daily registration and the organisation of snack and lunchtimes. They enrich children's imagination through well-told stories, songs and rhymes. Staff plan activities carefully to match the constantly developing range of children's interests. For example, children develop their awareness of the world around them when they learn about the role of the emergency service through their fire station role play and construction activities. Staff encourage children to make choices and decisions about the toys they play with and help them organise and manage several aspects of their own learning.

Personal development, behaviour and welfare are good

Staff support children to settle and feel confident in the nursery surroundings. They are flexible and respond well to the needs of children and their parents. Staff maintain regular eye contact with children and use praise and positive language to help to raise children's self-confidence and self-esteem. Staff help children to make excellent progress in learning to listen, pay attention and follow instructions effectively. Children develop good social skills. Staff nurture babies' early self-confidence by, for example, involving them in choosing their favourite songs and action rhymes, often supported by simple sign language. Children are encouraged to listen to others and to take turns, for example, when they play number and counting games. They participate in charitable activities and know that they are helping others. Staff strongly encourage children's awareness of good hygiene and healthy eating. They thoroughly enjoy the well-balanced and delicious range of meals the kitchen staff provide. Parents comment that the staff provide good support for their children's toilet training routines.

Outcomes for children are good

The manager now reviews the progress made by all groups of children and the steps to address any gaps in their learning effectively. Children develop their early reading and writing skills well overall through, for example, activities such as songs and rhymes that build their knowledge of letters and the sounds they make. Children's mathematical skills are developed well. They sing counting songs and order objects by shape and size.

Setting details

Unique reference number	EY423110
Local authority	Sheffield
Inspection number	10099312
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	68
Number of children on roll	102
Name of registered person	Beech Hill Nursery School Limited
Registered person unique reference number	RP530432
Date of previous inspection	26 October 2016
Telephone number	01142 670518

Beech Hill Nursery School registered in 2010. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including four at level 6. Three members of staff have level 2 qualifications. The nursery 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.

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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