

High Hazels Nursery & Pre-School

475 Main Road, Sheffield S9 4QJ



Inspection date	28 August 2019
Previous inspection date	16 April 2019

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

- There have been significant improvements since the last inspection. Staff now have a good understanding and knowledge of child protection and safeguarding issues. This ensures they safeguard and protect children from harm.
- Staff provide continuity for children because they are respectful and sensitive to children's individual routines and needs. They have good relationships with the children and children are happy and settled in their care.
- Through accessing a wide variety of activities, resources and experiences, children are making good progress in their learning. They are also acquiring the skills to support them in their next stage in learning, such as starting school.
- Children are central to the planning of activities. Their likes, interests and wishes are fully incorporated into the day's activities. As a result, children approach their play with enthusiasm and they are eager to join in and learn.
- Staff provide a positive role model for children. Children behave well. They have good relationships with their peers and they are respectful of others. Children cooperate with their peers and understand the importance of being kind, sharing and taking turns.
- Transition arrangements are good, such as when children first start nursery, when moving rooms and when preparing children for starting school. This includes partnership working with parents and other professionals. Children manage the changes with confidence.
- Monitoring of practice and professional development is not yet at the highest level. Therefore, staff are not yet consistently achieving the highest quality so that they support children to make even more rapid progress in their learning.
- Staff are not consistently using information about children's learning at home to support children's even swifter progress.

What the setting needs to do to improve further

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

- enhance arrangements for monitoring the quality of teaching and professional development so that staff are consistently seeking to achieve at the highest level
- continue to explore ways to encourage parents to support and share information about their child's learning and development at home.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the nominated individual, manager, staff and children.
- The inspector looked at relevant documentation, such as action planning and evidence of the suitability of staff, and a range of policies, procedures and information relating to children.
- The inspector spoke to a small selection of parents and took account of their views.

Inspector

Helen Blackburn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding arrangements are effective. The learning environment is safe and clean. Staff regularly risk assess and implement effective policies and procedures to promote and safeguard children's welfare and safety. Recruitment, vetting, induction and supervision contribute to management ensuring staff understand their role. There has been a strong focus on safeguarding since the last inspection. Staff are now clear about their roles and responsibilities in recognising and reporting concerns about children or adults. Staff regularly monitor children's progress and they know children well. They quickly identify where children need support, and plan effectively to narrow these gaps. Staff use additional funding for disadvantaged children well. For example, additional training and resources help staff to promote children's communication and language skills. This helps to narrow any gaps in achievement.

Quality of teaching, learning and assessment is good

Staff regularly observe, assess and track children's progress. Staff have good relationships with parents and they provide regular updates on their child's progress in nursery. Through their good knowledge of children, they plan exciting and challenging activities to support children's next steps in learning. Children are confident to lead their own play and staff support this well. For example, they provide activities children request, such as water beads. Staff are actively involved in children's play and the quality of teaching is good. Staff skilfully question older children to help them work things out and solve problems, for example, helping children to recognise they need glue to stick the eyes on their model. Staff working with the younger children use their positive interactions to encourage babies to babble and repeat simple words. Older children are confident speakers and they engage easily in conversations.

Personal development, behaviour and welfare are good

Staff provide a stimulating, caring and welcoming environment for children. Children have good opportunities to be independent. All children are supported to make choices in their play and complete simple tasks for themselves. Meals and snacks are nutritious and regularly reviewed to promote children's health. Children adopt good hygiene routines. They are learning about keeping themselves safe and managing their own risks. Children understand that when playing with the workbench tools they must hold the equipment correctly and make sure they take care when hammering near their fingers. Children are developing positive attitudes towards exercise and leading a healthy lifestyle. They enjoy playing outdoors and being active. Babies are keen to learn to walk, as they push toys around the room.

Outcomes for children are good

Children are making good progress. They are confident, happy, eager to learn and well prepared for school. Older children develop their writing skills as they start to write their names. They confidently talk about weight and measure during activities. Younger children are curious, and they explore their environment with enthusiasm. Babies enjoy looking at books. They babble with excitement as they look at the pictures and eagerly attempt to make the animal sounds and repeat single words.

Setting details

Unique reference number	EY488542
Local authority	Sheffield
Inspection number	10103892
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 6
Total number of places	46
Number of children on roll	63
Name of registered person	Hind, Dawn Janette
Registered person unique reference number	RP904483
Date of previous inspection	16 April 2019
Telephone number	0114 2617676

High Hazels Nursery & Pre-School registered in 2015. The nursery employs 13 members of childcare staff. Of these 12 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 8am to 6pm, all year round, except bank holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

