

Inspection of Corner House Nursery School

130 Wadsley Lane, Sheffield, South Yorkshire S6 4ED

Inspection date: 4 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery provides a colourful, stimulating and motivating environment for children to learn and develop. Staff work hard to provide activities which capture children's imagination with unusual and thought-provoking resources. For instance, babies and children develop their awareness of the world around them when they handle different textures of dough, sparkling liquids, sand and mud. They are physically challenged when they climb the bridges and tunnels, and perform balancing tasks in their richly resourced outdoor areas. Staff form strong bonds with children and their families. Children are happy and very well behaved. They show kindness and consideration towards others. They grow in independence and take good levels of responsibility for managing aspects of their own play and learning. Children are well prepared for the next stage of their education. The manager and her staff have high expectations and are ambitious for all children to achieve well. They work closely with parents to ensure that children, including those with special educational needs and/or disabilities, make a strong start to their learning. The manager and her leadership team are thoughtful and efficient. They set a clear direction and support staff well to enhance the quality of teaching and high levels of care.

What does the early years setting do well and what does it need to do better?

- The manager and senior leaders know staff well. They efficiently evaluate the quality of teaching and the impact on children's achievements. Staff have clear roles and responsibilities and time to fulfil them. This contributes well to the progressive development of provision. Staff are particularly well supported to develop their qualifications to degree level and make good use of new skills to develop teaching and the curriculum. Effective electronic data systems help staff to manage their time and focus on children's learning.
- The experienced staff know their children extremely well. Thoroughly considered induction procedures help children settle smoothly into the nursery's routines. Staff gather detailed information to ensure that they know children's individual interests and needs securely to plan for their future learning and care.
- Parents, who strongly recommend the nursery, comment on the positive contribution staff make to children's toilet training and other aspects of their self care. Staff make very good use of gentle conversations to support babies during nappy changes and engaging songs to help children learn how to wash their hands or use the toilet. The sleep pods, with children's favourite blankets, encourage them to sleep safely and comfortably.
- Staff are kind and gentle role models to children. They warmly praise children and value their work in the many exciting displays. Staff help children to explore their emotions and learn to be tolerant of others. For instance, children follow the adventures of their favourite puppets and suggest why they are sad or

happy. Staff successfully help children, including working well with other professionals, to manage their own emotions and behaviour.

- Staff successfully encourage children to listen, pay attention and follow instructions of increasing complexity. Activities such as the family tree project and travelling soft toys help children appreciate diversity in the world.
- Staff thoroughly plan for children's learning across all areas of development. They closely observe children's achievements and identify their interests to plan activities to help them progress well to the next steps in their learning. For example, staff built on young children's fascination with toy ducks to engage them in counting, ordering and matching activities promoting mathematical and problem-solving skills. Staff ensure children acquire the skills they need for their future learning and a successful start to school life.
- Staff use additional funding well to address gaps in children's learning, for example, providing one-to-one support, tailored staff training and further resources.
- Staff strongly promote children's communication skills overall. Children's books, rhymes and stories are at the heart of many of the activities planned for children. Stories are well told and capture children's imagination.
- Staff's interaction with children is positive overall. However, they do not consistently challenge children to think more deeply and fully promote children's vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures staff are well trained in child protection procedures and wider safeguarding issues. She holds frequent safeguarding supervision meetings and makes certain staff access the latest training. She regularly tests their knowledge and understanding through spot checks, quizzes and staff meetings. Policies and procedures reflect the advice and guidance of the local authorities and are fully available to parents.

What does the setting need to do to improve?

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

- strengthen staff's consistent interaction with children to further deepen children's understanding and extend their vocabulary.

Setting details

Unique reference number	300724
Local authority	Sheffield
Inspection number	10117574
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	106
Number of children on roll	169
Name of registered person	Corner House Nursery Ltd
Registered person unique reference number	RP522655
Telephone number	0114 233 3349
Date of previous inspection	15 July 2014

Information about this early years setting

Corner House Nursery School registered in 1993. It opens five days a week from 8am until 6pm all year round, except for bank holidays and a week at Christmas. There are 32 staff working directly with the children. Of these, all hold appropriate qualifications at level 3 or higher, and four staff have level 6 qualifications including early years teacher and early years professional status. The nursery also supports an apprentice with a level 2 qualification, working towards level 3. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector conducted a learning walk throughout the nursery with the manager.
- The inspector spoke to children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and provider. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

We carried out this inspection 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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