

# Inspection of Handsworth Community Nursery

Richmond Park Drive, Sheffield, South Yorkshire S13 8HH

---

Inspection date: 21 October 2019

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children benefit from the warm, kind and caring nature of the staff and have formed close bonds with their key person. Some children develop strong independence skills that ensure they are ready for the next stages in their learning. For example, older children can put on their own coats and wash their hands after messy play.

Children are polite, helpful and respectful. They pride themselves in taking care of each other. For example, when a child spills their milk, other children help to mop it up. Older children enjoy the responsibility of tidying away after activities.

The nursery has a well-equipped outdoor space for older children to practise physical skills. For instance, they climb into the tree house and take turns coming down the slide, or throw beanbags into numbered buckets.

Older children have a wide range of experiences and activities to choose from that have been planned around their interests. For example, staff introduce mathematics and science through gloop activity play. Children investigate what happens when more ingredients are added. However, this is not consistent across the setting, as younger children's planned activities do not engage them in the same way.

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

- Managers and staff have started to address the training needs identified in the last inspection. The knowledge gained and implemented from the courses has yet to show impact in the learning and progress of the children. For example, some staff have received training on loose parts play. This has been introduced but the children do not access or understand enough to benefit from this type of play.
- Children with special education needs and/or disabilities (SEND) are beginning to be supported. New ways of learning to aid communication and language development are currently being explored and introduced. Two new special educational needs coordinators have been appointed and are passionate about developing further their roles and responsibilities and are keen to communicate new ideas with staff.
- Staff regularly share information verbally with parents about their child's day and routines. However, they do not take this opportunity to discuss how the learning experiences may be enhanced at home.
- Not enough information is sought from parents to ensure the children make the best possible progress from the start. Parents are not given enough detail about their child's progress, leading to missed opportunities for early intervention. As a

result, support and guidance gathered through the progress check made between two and three years of age is not shared with health care professionals.

- Staff do not use the information from children's assessments sufficiently to provide younger children with appropriately engaging activities. Children's progress is not tracked in enough detail for activities to be challenging or purposeful. This results in some examples of poor behaviour in younger children.
- The leadership team has started to take actions to address many of the weaknesses in the setting. However, these have not been consistently effective in all areas. For instance, improvements in teaching and planning have not been as successful in the baby and toddler room as they have been for the older children. This leads to the potential for under achievement and a lack of progress.
- The manager is receiving support from the local authority to help her drive through the improvements for the nursery. For example, the supervision and training of staff are being carefully monitored and evaluated so that the impact can be assessed. However, these are still in their infancy. Opportunities for directed training and support, where appropriate for individual staff members, have been missed.

## Safeguarding

The arrangements for safeguarding are effective.

The management team has implemented new and robust systems to ensure that staff are able to demonstrate an awareness of keeping children safe from harm. They know how to record and report any concerns they may have to safeguard the children in their care. Safer recruitment processes have been devised for appointing new staff to help managers ensure that all staff are suitable to work with children.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure that sufficient information is gathered from parents from the very start so that children are able to make the best possible progress	16/12/2019
provide parents with timely and detailed information about their child's progress	16/12/2019

<p>improve and develop further the arrangements for training, staff supervisions, coaching and support to ensure that new initiatives are shared across the setting, so that the quality of curriculum and the quality of teaching can be consistently good throughout</p>	<p>16/12/2019</p>
<p>enhance the knowledge and understanding of staff in order for them to plan and implement exciting and challenging activities, especially those for younger children, to develop their progress and skills.</p>	<p>16/12/2019</p>

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

- strengthen the processes for self-evaluation to more accurately recognise weaknesses in practice and take action to address them quickly.

## Setting details

<b>Unique reference number</b>	EY257456
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10115035
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	The Handsworth Community Nursery
<b>Registered person unique reference number</b>	RP910825
<b>Telephone number</b>	0114 2540113
<b>Date of previous inspection</b>	27 June 2019

## Information about this early years setting

Handsworth Community Nursery registered in 2003 and is located in Sheffield. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. 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.

## Information about this inspection

### Inspector

Rebecca Creagh

### Inspection activities

- The inspector and the manager carried out a learning walk of the premises to find out how the curriculum and early years provision are organised.
- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a number of discussions with the manager, deputy manager and staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019