

Inspection of The Little School House Nursery

The Little School House, Sheffield S8 8QB

Inspection date: 7 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle smoothly into their play from the start of the day. They are very happy and fully enjoy their time at nursery. Children show good levels of confidence and independence as they lead their own play. Their attitudes and learning are stimulated by many well-planned activities in the learning environment, indoors and out. For example, babies learn to control their bodies and walk by pulling themselves up onto carefully organised furniture and push-along toys. Older children improve their balance on self-made courses of timber crates and planks. Staff have high expectations for all aspects of children's behaviour and development overall. They form strong bonds with the children and consistently speak to them in a warm, animated and friendly manner.

Children feel safe and secure during their time at the nursery. Staff establish close relationships with parents, and this contributes to the children's sense of well-being and belonging. Children behave well. The staff provide sensitive support for younger children who are learning to manage their own behaviour. The manager has created a strong team of staff. They have clear roles and responsibilities. They are ambitious for the children to achieve well and strive for consistent improvement.

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

- The nursery makes a good contribution to children's health and well-being. Children learn to wash their hands with care after messy play and before eating their meals. They enjoy the nutritious and well-balanced meals the cook provides.
- Children are well behaved. Staff are kind and gentle role models to children. They warmly praise children and value their ideas and achievements. The staff skilfully reinforce children's good behaviour through purposeful praise. Staff distract children who may otherwise demonstrate unwanted behaviour. They successfully help children to explore their emotions and learn to be tolerant of others.
- Staff robustly support children's speech and language development. Children are introduced to many songs and rhymes throughout their time at the nursery. They quickly become familiar with them and eagerly join in. Parents comment on the wide vocabulary and knowledge of songs and stories children develop. Staff read stories in an animated and engaging fashion. Occasionally, however, staff do not help children to think things out for themselves and to explain their ideas.
- The manager provides strong leadership to the staff. She is well supported by senior staff and the owner. There are robust procedures to evaluate the quality of teaching and learning. Staff are given time and opportunity to access training

opportunities and contribute to improving the curriculum. The staff work closely with other settings children attend, including the schools they move on to. Staff share information well to promote consistency in children's learning experiences.

- Parents strongly recommend the nursery. They appreciate staff's knowledge and understanding of their children's needs and interests. Staff use the detailed information parents provide about children's interests, skills and knowledge to plan precisely for future learning. Parents appreciate the frequent useful information on their children's progress and good guidance to support learning at home.
- Staff help children to acquire the skills they need for their future learning, including making a successful start to school life. For example, children learn to listen well to others and follow increasingly complex instructions. They learn to mix different ingredients and vary the quantities to make their own colourful play dough. However, occasionally, some activities staff plan for the children do not fully challenge all those who are involved. As a result, not all children achieve the best they could.
- Staff use additional funding children receive well to address any possible gaps in their learning. For example, they support children to develop their engagement and imagination through strengthening role-play and problem-solving resources. Staff work closely with other education and care professionals, such as speech therapists, to support children with special educational needs and/or disabilities.
- Staff encourage children to develop their understanding of the world and appreciate the diversity in their community and beyond. For example, they are introduced to words and phrases in the different languages spoken by children's families, such as Urdu or Hindi.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff are well trained in child protection procedures. They know how to identify signs that children may be at risk of abuse or neglect. They are very clear who to report their concerns to and how to make sure they are suitably managed. There are clear procedures for handling an allegation against a member of staff. The manager and her staff are vigilant and ensure children always play in a safe and secure environment both inside and outdoors.

What does the setting need to do to improve?

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

- strengthen strategies, including staff's questioning skills, to help children think things through for themselves and explain their thoughts
- build on the good planning for adult-led activities to ensure that all participating children are fully challenged.

Setting details

Unique reference number	EY551207
Local authority	Sheffield
Inspection number	10133841
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 to 4
Total number of places	62
Number of children on roll	94
Name of registered person	Early Years Care & Education Ltd
Registered person unique reference number	RP551205
Telephone number	01142359993
Date of previous inspection	Not applicable

Information about this early years setting

The Little School House Nursery re-registered in 2017. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above, including 10 at level 3 and one with qualified teacher status. The nursery opens from Monday to Friday, all year round, 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- The manager showed the inspector around the nursery. She explained to the inspector how they provide a broad curriculum for children and plan for their learning.
- The inspector completed a joint observation and evaluated the quality of teaching and learning with the quality practice manager.
- Parents spoke to the inspector and shared their views of the nursery. The inspector also spoke to children during their play.
- The inspector spoke to staff and reviewed the nursery's safeguarding procedures. He viewed relevant documentation, including staff's qualifications and evidence of the suitability of adults working with children.
- The inspector held a meeting with the manager.

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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