

Inspection of Handsworth Community Nursery

Richmond Park Drive, Sheffield, South Yorkshire S13 8HH

Inspection date: 30 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a bright and welcoming environment. Children are confident and have high self-esteem. They happily talk to authorised visitors and invite them to join in with their play. Staff manage children's behaviour consistently and effectively to help children understand the boundaries and support them to make positive choices. Children eagerly share toys with their friends and enjoy playing together. Children develop their personal, social and emotional skills.

Overall, children make their own choices in their play. Children are making some progress in their learning and development from their starting points. Children develop some key skills, which will help them in their move on to school. However, staff observations and planning for the children's curriculum require improvement. This means children do not make as much progress as possible.

Despite weaknesses in the monitoring of staffs' practice, staff join in children's play. Children enjoy making dinosaur prints in flour. Younger children take part in craft activities and playing with sand. All children, including those who speak English as an additional language, are supported to develop their language skills. Staff communicate with children in a variety of ways. For example, they role model language, repeat key words and use visual cues.

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

- The manager and staff have worked hard to address some of the weaknesses identified at the previous inspection to improve the quality of the provision for children. However, some of these changes are not fully embedded and require further improvement. Self-evaluation is ongoing and staff are aware of what they need to do next. The manager works closely with the local authority and other providers to develop action plans for improvement.
- Staff know the children well and provide resources that children show interest in. However, staff do not accurately observe and assess children's learning. Staff do not always consider children's individual abilities and what children need to learn next when planning activities. This means that children are not always suitably challenged in their learning and development.
- The manager conducts regular supervision meetings with staff. Staff comment that the manager discusses their workload and supports their well-being. However, these meetings are not used effectively to provide support to staff to improve their teaching practice and planning for children's learning to the highest level.
- Staff support children to be independent. However, at times, staff follow routines too strictly and limit opportunities for children to make decisions. This causes interruptions in children's play and learning.

- All children are offered healthy and nutritious meals. Children know that they need to wash their hands before eating to reduce the risk of infection. There are lots of opportunities outside for older children to further develop their large physical skills and to move around freely. However, the manager and staff do not consider how to make the best use of the outdoor provision to support younger children's learning as fully as possible.
- Staff have established friendly and trusting relationships with parents. They use a variety of methods to share information. This helps to ensure that parents are fully involved in their child's development and supports children's continued learning at home. Parents state they are very happy with the service staff provide.
- Children benefit from the manager and staff's effective working relationships with external professionals. Staff understand how to support children with special educational needs and/or disabilities. They are considerate and inclusive in their practice.
- Children's creative skills are developing well. Staff encourage children to have an interest in numbers, writing and books. Children enjoy finding numbers and writing them down in sequence.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular training to ensure their child protection knowledge remains up to date. They have a strong understanding of how to identify any causes for concern and are clear on the action to take to protect children. The manager and staff implement effective procedures and place a good emphasis on ensuring children are cared for in a safe environment. This includes recruitment, selection and induction procedures. Comprehensive risk assessments are completed for all areas of the nursery, including outdoors. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
use information gained from observations and assessment of children's learning to precisely identify children's individual next steps in learning and plan suitably challenging activities to extend children's learning	30/12/2021

provide staff with effective supervision processes to ensure they improve their practice to the highest level to build on children's learning.	30/12/2021
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To further improve the quality of the early years provision, the provider should:

- review and enhance routines to increase opportunities for children to make decisions about what they do
- extend further the learning opportunities for younger children who learn best outdoors to help them make the best possible progress.

Setting details

Unique reference number	EY257456
Local authority	Sheffield
Inspection number	10130103
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 at time of inspection	0 to 4
Total number of places	70
Number of children on roll	66
Name of registered person	The Handsworth Community Nursery
Registered person unique reference number	RP910825
Telephone number	01142939697
Date of previous inspection	21 October 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 8.45am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Moore

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection 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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