

# Inspection of Beechwood Day Nursery

146 Dyche Road, Sheffield, Derbyshire S8 8DT

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Inspection date: 13 July 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is inadequate

On the whole, staff give praise to children, helping them develop some social skills, and children arrive happy to play. Younger children join in with their friends singing popular songs. Older children develop some independence skills. They know how to wash their hands and put the paper towels in the bin, with encouragement from staff.

Some children lack the confidence to develop relationships. Staff generally pay attention to more vocal children, leaving some children to play alone without much adult interaction. This does not support the development of children's communication and language skills. Gaps in children's learning are not closing quickly enough. Children are not well-enough prepared for their future learning.

Staff do not provide stimulating activities that help children of all ages to develop well in all areas of learning. For example, the outside area is not well prepared so that children can play with things they show interest in immediately. This is because staff have not planned outdoor play activities and they have not removed the rain water from the resources. Children, including those with special educational needs and/or disabilities, and children who speak English as an additional language, do not make good enough progress.

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

- Staff's delivery of the curriculum and the quality of teaching is poor. Staff do not have high enough expectations of children. They do not build on what children already know and can do both indoors and outdoors. For example, staff share that younger children have an interest in creative and sensory play, and therefore plan a glue and glitter activity to build on children's interest. However, very few children join in with this play and those that do, quickly leave the table due to the lack of challenge.
- Staff carry out some observations of children. However, staff are not sufficiently aware of the expected levels of development for their ages. In addition, the required progress check for children between the age of two and three years is not completed for all children. Consideration is therefore not given to what each child needs to achieve as staff are unaware of what children know and need to learn next. Consequently, all children, including those in receipt of funding, do not achieve what they should.
- Due to recent staffing changes, the key-person system is not effective in supporting children's emotional well-being. At times, older children are cared for by staff who are unfamiliar with their individual learning and emotional needs. In addition, staff have too many key children in their care. These weaknesses result in a chaotic learning environment where some children wander around the

room.

- Staff are aware of parents' concerns with regard to their children displaying poor behaviour at home. During play at the nursery, children fight, throw toys, rip displays off the wall and snatch toys from each other. Staff do not deal appropriately with these behaviours. Staff working with the children do not help them to take responsibility for negotiating and resolving problems when playing with their peers. This does not support children's welfare.
- The provider and manager do not support, coach and mentor staff effectively. The provider and manager have not successfully identified weaknesses in the quality of staff practice to help staff improve their skills and raise outcomes for children. In addition, staff fail to demonstrate that they can appropriately safeguard children.
- The manager is enthusiastic and has plans to provide toothbrushing activities and do a healthy eating award to be able to advise parents how to provide nutritious lunches for their children. She plans to move the rooms around so that younger children have a more homely environment in which to play. Parents speak highly of the nursery and state their children have made progress while attending.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager has an appropriate understanding of how to safeguard children. However, she does not ensure all staff have an up-to-date knowledge of safeguarding to help keep children safe. Staff can identify some of the types of abuse and some of the signs that children may be at risk of harm. However, they do not know the procedure to follow if they have concerns about a child or a colleague. Furthermore, they do not have a secure knowledge and understanding of current child protection legislation including the 'Prevent' duty. These weaknesses compromise children's safety and welfare.

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

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

	Due date
raise the quality of the delivery of the curriculum and teaching, and ensure that all children are fully supported to engage in challenging activities that build on what they already know and can do both indoors and outdoors	13/12/2021

improve how staff observe and assess children's learning to ensure that any gaps in development are identified and targeted promptly to help all children make good progress	13/12/2021
ensure that the progress check for children between the ages of two and three years is carried out for each child and shared with their parents	13/12/2021
ensure that the key-person system is effective in order to help ensure that every child's care and learning meets their individual needs	13/12/2021
ensure that staff help children from a young age to develop social skills and understand the boundaries and expectations for their behaviour	13/12/2021
implement appropriate arrangements for the supervision of staff, providing effective coaching and support to improve teaching practice and raise outcomes for children	13/12/2021
develop staff's knowledge and understanding of safeguarding matters with regard to reporting concerns about children who may be at risk of harm, reporting concerns about a colleague harming children and the wider issues of child protection legislation to keep children safe from harm.	13/12/2021

## Setting details

<b>Unique reference number</b>	EY555142
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10174682
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Cornerstone Nurseries Ltd
<b>Registered person unique reference number</b>	RP555141
<b>Telephone number</b>	01142374455
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Beechwood Day Nursery registered in 2018. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 3.30pm. 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 (coronavirus) 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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