

# Inspection of High Acres Day Nursery

252 Sheffield Road, Birdwell, Barnsley S70 5TF

---

Inspection date: 13 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

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

### **The provision is good**

Children leave their parents with ease after being warmly greeted by staff at the door. They know the routine and take off their shoes as they enter the nursery. Children have a go at unfastening buttons on their coat and receive praise for their efforts. They sing a song as they wash their hands on arrival, supported by staff to do so. Children show their increasing independence to manage their personal needs. They are eager to start their day and enter the nursery with excitement. Children choose what activities they wish to take part in and settle quickly. They become engaged in the learning opportunities provided. Staff have high expectations for all children. The changes to drop-off and collection arrangements, following the COVID-19 pandemic, have not affected children. Children are happy, safe and secure. They behave well. Children share resources with their friends and respond well to the routines in place. For example, they follow the instructions given by staff to help tidy away toys. Children work together to put resources away and they know where things belong. Staff give children praise and a high five for their 'good work'. Children learn many skills to support them to be ready for the next stage in their education.

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

- The curriculum provides opportunities for all children to learn new words in a range of contexts. For instance, staff introduce words such as 'giraffe' and 'lion' as babies play with small-world animals. Staff repeat words they have used before. Some babies say the word 'splash' for the first time as they play with water. However, staff do not always consider how to extend vocabulary for some babies who can already put two or three words together.
- Children take pride in their achievements. For example, toddlers say, 'I'm doing a great job' as they independently spread butter on their toast.
- Staff support children with special educational needs and/or disabilities very well. They ensure all children are respected as individuals. Staff work closely with parents and a range of professionals to support children to make the best possible progress.
- Older children learn about the world and themselves. They enjoy looking out of the window to talk about the weather. Staff introduce older children to new words as they look at picture cards together. For example, older children understand the word 'storm' in context as staff talk about the rain, wind and lightning. However, staff do not always support children's spontaneous learning further. They sometimes lack confidence to respond to children's questions and extend on children's interests within the environment.
- Toddlers and older children show their knowledge of mealtime routines. They gather their own plate, cup and cutlery from the serving trolley. Children take these items back to the table independently. Staff encourage children to pour

their drink and older ones do this without support. Children choose water or milk. They show how they have confidence to make personal decisions from a young age.

- Partnerships with parents are good. Staff share what children are doing and learning. Parents speak well about the small and friendly team. Parents say they can see the progress their children make, especially in their early speaking, confidence and independence skills.
- Leadership is good at the nursery. Staff receive regular supervision and their practice is observed, which helps to improve outcomes for children. The manager has a clear plan for improvement, which includes changes to the outdoor play area, to enhance the choices for children. All staff engage in face-to-face and online learning to help ensure that they update their knowledge and skills for the benefit of children.
- Older children recognise written numerals, such as the number 13. Babies count six, seven, eight as they independently stack building blocks. Toddlers follow instructions to clap their hands three times as they sing happy birthday to their friend. Children show what they remember and have learned. They demonstrate their mathematical development from a young age.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have good knowledge of safeguarding and child protection. They are aware of the different types of abuse and what signs and symptoms might indicate a child is at risk of harm. Leaders and staff know what to do should they have a concern about a child's safety or well-being. They talk confidently about the action they would take if they have concerns about a colleague's practice or conduct. Recruitment and vetting procedures are robust to make sure staff are suitable to work with children. Staff carry out risk assessments in the environment to help keep children safe.

## 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 understanding of how to help babies develop their emerging language skills more effectively
- help staff to make the most of teaching opportunities that arise as children play, to support children's interests and learning even further.

## Setting details

<b>Unique reference number</b>	2555134
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10216279
<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>	51
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Cornerstone Nurseries Ltd
<b>Registered person unique reference number</b>	RP555141
<b>Telephone number</b>	01226749995
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

High Acres Day Nursery registered in 2019 and is situated in Birdwell, Barnsley. The nursery employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Tucker

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held several discussions with the management team and staff. They looked at relevant documentation and evidence of the suitability of staff working on the premises.
- A learning walk was completed with the inspector and the deputy manager, and they discussed the early years provision and the aims of the curriculum.
- The inspector and staff discussed how the curriculum had been implemented and the impact this has had on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager and deputy 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.

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 2022