

Inspection of Parkhead Cottage Nursery

342 Ecclesall Road South, SHEFFIELD S11 9PU

Inspection date: 13 April 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and busy in this warm and engaging nursery. Babies and children settle smoothly into nursery life when they first start and build strong bonds with the caring staff. Staff work closely with parents and carers to thoroughly understand children's interests, needs and routines. They plan well, overall, to build on children's knowledge, skills and understanding and ensure that children make good progress in all aspects of their learning and development. Children are well prepared for the next stage in their learning, including starting school.

Children feel safe and well cared for. They are very well behaved. Children learn to be polite and patient. They consider other children's needs, for example as they help each other to safely climb up the climbing wall. Children learn to follow instructions. For instance, they enthusiastically put their toys away in the right place while singing a cheerful tidy-up song. Staff help children to make considered decisions about their play and to increasingly think for themselves.

The manager and her staff have high expectations for every child. During the COVID-19 pandemic, the nursery closed for a time. Parents appreciated the close contact staff maintained with them to support children's learning at home and the opportunity to attend another nursery managed by the owners during this period.

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

- The manager, who is new to this role in the nursery, is passionate and knowledgeable about early years education. She sets a clear direction for the nursery's development through thorough review of the quality of teaching and learning. She is well supported by senior staff and the owners. The manager guides staff in developing the curriculum through well-considered research and reflection.
- Staff plan activities which largely build on children's earlier experiences and build a rich vocabulary. For example, children mix, stir, squeeze and blend as they create Easter shapes with home-made play dough. Babies make marks and trails in trays of foam, oats and other resources. These activities contribute to the development of their future drawing, painting and writing skills.
- Children are strongly supported to develop a love of reading. Staff plan carefully to introduce children to a wide range of songs, rhymes and stories, particularly through initiatives, including the 'book of the week'. They help children to become familiar with the plot and characters of different stories. For example, children develop their own stories with toy animals inspired by the book 'Dear Zoo', and they observe their real caterpillars turn to chrysalises after reading 'The Very Hungry Caterpillar'.

- Children's communication skills are supported well, overall. However, children are not consistently challenged to think more deeply and fully extend their learning. For instance, staff do not always follow up on responses children make to the questions they are asked. They give children too little opportunity to reflect on their learning to fully embed their understanding.
- Children make strong progress in their personal development. Staff recognise that many new starters have had little opportunity to mix with others during the COVID-19 pandemic. Staff provide warm cuddles and friendly support when children, particularly babies, play together. Older children are encouraged to make fair choices, including voting and using suggestion boxes.
- Children learn the importance of good hygiene and self-care. For example, a dental hygienist visits to talk about oral health, and children participate in brushing their teeth after their lunch at the nursery. Staff teach children to wash their hands with care before they sit down to eat their well-prepared and nutritious meals.
- Parents are very proud to send their children to the nursery. They particularly appreciate the warm nature of all staff and the very effective communication and guidance which help their children make such good progress.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding lead makes sure that staff receive the training they need to keep their knowledge up to date. She regularly sets further challenges and tests staff's knowledge to deepen their understanding. Staff have a good understanding of child protection procedures and the nursery's policies. They are vigilant. Staff know the signs that indicate a child may be at risk of abuse or neglect. They are clear on what action to take if they have a concern about a child's welfare.

What does the setting need to do to improve?

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

- focus staff development on ensuring that teaching fully and consistently challenges children and further extends their learning.

Setting details

Unique reference number	EY425214
Local authority	Sheffield
Inspection number	10131610
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 at time of inspection	0 to 4
Total number of places	34
Number of children on roll	91
Name of registered person	Burdall, Edward John
Registered person unique reference number	RP513586
Telephone number	01142361133
Date of previous inspection	8 February 2016

Information about this early years setting

Parkhead Cottage Nursery registered in 2011 and is located in Sheffield. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together to review children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector carried out a joint observation of children's activities.
- Discussions were held with senior leaders and members of staff.
- The inspector discussed the management and organisation of the nursery with the manager. He reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

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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