

Inspection of The Sheffield Hillsborough College Nursery

15 Livesey Street, Sheffield, South Yorkshire S6 2ET

Inspection date:

29 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The management team have an understanding of the curriculum and how this should be used to support children to progress through their stages in learning. However, this is not consistently implemented in practice. The quality of interactions between the staff and children is variable. Staff do not always stimulate children's curiosity and involvement in their play, to build on what they already know and can do. For example, while some children enjoy hand printing, others very quickly lose interest, due to the lack of challenge provided by the activity. Some children play on their own quite happily, but at times wander aimlessly when staff do not notice their need for better interaction. Occasionally, staff concentrate on tidying away the resources and wander around.

That said, children are happy and demonstrate that they enjoy their time at the nursery. Due to the COVID-19 pandemic, parents do not enter the nursery. Children adapt well to these changes and wave their parents off at the door. Babies look at picture books of facial expressions. They laugh and giggle as they try to copy happy and sad faces. Younger children are also introduced to phrases, such as 'ready, steady, go', as they go up and down the slide. Children identify animals in the 'Dear Zoo' book and make animal noises. Outside, older children enjoy acting out a familiar story and join in with familiar phrases. This supports their developing language skills. Occasionally, staff ask questions in quick succession and do not give children enough time to think and respond.

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

- All children and their families are warmly welcomed when they arrive at the nursery. Staff are attentive to the babies' and younger children's care needs. They adhere to their care routines, for example their sleep patterns. Children naturally seek the comfort and reassurance of staff if they are upset. Parents receive a daily verbal exchange of information about their child's day and termly reports on their child's progress. Additionally, a range of information is available to parents on the electronic app. Parents state that, overall, they are happy with the care children receive.
- Staff positively praise children for their efforts and achievements. They remind them of the setting rules. This helps children to build their confidence and promotes their self-esteem. Some staff provide good support to help children learn to share and take turns. However, because of weakness in teaching, some children do not show sustained levels of engagement during group times and some activities.
- Staff support children who speak English as an additional language well. They provide key words in children's home languages and skilfully introduce new words in English. Children quickly gain a good command of English.

- Children play and learn in a clean, well-maintained environment. Staff prepare a varied menu of nutritious meals and snacks. They offer parents advice on how to provide healthy items for lunch, and help children to understand the benefits of a healthy diet. Children enjoy time outdoors in the fresh air and readily engage in exercise sessions, such as 'mini movers', that help to promote their good physical health.
- The experiences and support that staff offer to help children's personal development is variable. Some staff are attentive in one-to-one and small-group situations. For example, pre-school children take themselves to the toilet and younger children are learning how to pour their own drinks and serve themselves food. However, at times, staff do not fully extend children's developing skills, to help encourage them to try and do more for themselves, such as putting on their own coat and drying their own hands.
- The manager, who has been in post for a few months, along with the senior leadership team have started to identify what they need to improve. They demonstrate a commitment to continuing to raise the quality of the provision, such as through mandatory training for staff. At the time of the inspection, staff have attended an annual appraisal. The manager had just begun to complete supervision meetings with staff and observe staff practice. However, the key focus has been on safeguarding and their well-being. As a result, the weaknesses in staff practice have not been identified and the support required to improve teaching is not sufficient to raise the quality of the provision for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of all aspects of child protection. Managers ensure that staff undertake regular safeguarding training, so their knowledge remains current. Staff confidently describe the signs that indicate that a child may be at risk of possible harm or extreme behaviours. Staff also understand the procedures to follow if they are concerned about the practice of another member of staff. They know how to report these concerns within the nursery and to relevant safeguarding agencies. The setting is safe and secure. The manager has good systems in place to ensure that children are kept safe while they are at the setting.

What does the setting need to do to improve?

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

	Due date
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improve staff interactions with the children to ensure that all children receive meaningful and challenging learning experiences that build on what they already know and can do	03/05/2022
review and manage staff deployment effectively to meet the learning needs of children more consistently	03/05/2022
implement plans for secure supervision arrangements to ensure that staff receive effective support, coaching and training opportunities to improve their practice.	03/05/2022

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

- increase children's thinking skills by using skilful questioning techniques and giving children time to think and respond
- consider further ways to extend children's developing independence, to help them learn to manage more tasks for themselves.

Setting details

Unique reference number	EY313708
Local authority	Sheffield
Inspection number	10131578
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	53
Number of children on roll	70
Name of registered person	The Sheffield College
Registered person unique reference number	RP902215
Telephone number	0114 2602911
Date of previous inspection	21 October 2015

Information about this early years setting

The Sheffield Hillsborough College Nursery opened in 2005. It is situated on the college campus in Hillsborough, Sheffield. The setting is open Monday to Friday from 8am to 6pm all year round. The setting employs 18 members of staff. Of these, one has early years professional status, two hold a qualification at level 6 and one holds level 4. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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 management team and has taken that into account in her evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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