

# Inspection of Handsworth Community Nursery

Richmond Park Drive, Sheffield, South Yorkshire S13 8HH

---

Inspection date: 15 June 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	Requires improvement

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

### **The provision is good**

The manager and staff have worked hard to make improvements to the quality of provision. Children are happy, settled and behave well as they now benefit from positive learning experiences, which build on their prior knowledge and skills. Staff work closely with outside agencies to ensure children with special educational needs and/or disabilities (SEND) receive the additional support required to meet their needs. Children confirm how they feel safe as staff continually supervise them in their play. They are supported to socially interact and to develop friendships as staff pair confident children with those who are less confident. Staff have found this has a positive impact on children's abilities to form friendships with their peers.

Children's communication and language skills are supported well. Staff use signs, simple language and repeat words to help younger children and those with SEND to develop their communication skills. As children progress, staff ask more complex questions, which encourages children to think and respond. Enthusiastic staff engage with children in their play, creating purposeful learning experiences. For example, when pretending to be on an aeroplane with pre-school children, the staff member successfully encourages children to listen, to hold conversations with others and to count. The staff member also introduces new words, like 'turbulence', as children play. Due to the staff members' active participation, children's interest is sustained in this imaginative play for a considerable amount of time.

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

- Improvements to outdoor play areas, enable children to access a wider range of interesting play resources. For example, pre-school children develop their mark-making skills as they sit at picnic benches drawing. They investigate as they have fun pouring water down shoots and catching this in buckets. Younger children develop their physical skills when playing with ride-on toys or when building with bricks. They also like to sit and look at books in the shaded undercover area.
- In the under three-year-old room, staff plan activities to support children to develop their sense of self and awareness of families. Staff have displayed photos of each child with their family. Non-verbal children recognise their photos and point them out to staff, whereas older children identify and name the people in the photos. The display creates a talking point for children and helps them to feel secure as they see familiar images of their families.
- Younger children's independence is promoted well. Staff support children to learn to wash their hands, to sit at the table and to drink from a cup at snack and mealtimes. However, pre-school staff do not consistently build on these skills, especially during snack time. For example, older children sit on the floor at snack time. While most children have the ability to drink from a cup, staff have

not considered how to provide all children with the opportunity to learn this important skill. This is because only those who choose milk, drink from a cup. Children who choose water, drink this from a drinks bottle.

- Parents and carers confirm how their children have made progress since attending this setting. Parents of children with SEND confirm their children have made progress due to the interventions of the staff and partnership working with other agencies. They feel well supported and express gratitude for the guidance provided by staff.
- Children enjoy listening to stories. Staff use story sacks with younger children, providing them with props to support their continued listening and attention skills. Staff also read a familiar story with the younger children each half term. This helps children to become familiar with the story as they are encouraged to recall familiar words and phrases.
- Staff plan interesting activities to encourage pre-school children to consider the cause and effect of actions. Children place dried beans onto a drum and consider what will happen when they bang the drum softly and then hard. They correctly predict that the dried beans will fall off the drum. Children excitedly bang their drums and laugh as the dried beans fall off.
- Staff promote healthy eating and early years children are provided with milk or water only to drink. Once a term, a health care professional comes in to speak with children about oral health. However, if children do not attend on this day, some children miss out on this valuable experience. Staff do not provide further opportunities to consistently ensure all children learn the importance of developing good oral health skills.

## Safeguarding

The arrangements for safeguarding are effective.

The setting is securely maintained. Parents and carers drop off and collect children from the main entrance door. Staff have found that children enter the main play areas with more confidence when this approach is used. Staff supervise children well and are they remain vigilant for any signs of abuse. They have a good knowledge of child protection, including referral procedures if they have any concerns about a child's well-being. They work closely with outside agencies and professionals, sharing information to ensure children remain protected from potential harm.

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

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

- consider how to organise snack time more effectively in the pre-school room, so that staff consistently build on children's good social skills and independence learned in the younger age range

- provide more consistent opportunities for all children to develop their knowledge of good oral health.

## Setting details

<b>Unique reference number</b>	EY257456
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10203179
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	70
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	The Handsworth Community Nursery
<b>Registered person unique reference number</b>	RP910825
<b>Telephone number</b>	01142939697
<b>Date of previous inspection</b>	30 June 2021

## Information about this early years setting

Handsworth Community Nursery registered in 2003 and is located in Sheffield. The nursery employs nine members of childcare staff, six 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 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Arnold

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff, parents and carers at appropriate times during the inspection and took account of their views.
- The manager and inspector carried out a joint observation during a planned activity.

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