

Inspection of Crescent Corner

104c Halifax Road, Sheffield S6 1LH

Inspection date: 22 June 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Since the last inspection, the provider has improved the nursery premises, which are now safe and suitable for children. However, they have not addressed the learning and development actions raised. As a result, the quality of education is poor. Children enjoy some activities which are planned around their interests, for example vehicle- and dinosaur-related play. Although children are happy here and do not demonstrate poor behaviour, they often become restless and disengaged from learning. This is because staff do not accurately assess their development or plan activities which meet their learning needs.

The provider and manager have failed to identify weaknesses in the quality of education or take steps to address them. Therefore, children do not make good progress across all areas of their learning. Support for children with delayed communication and language development is weak. Staff do not adapt their own communication to meet children's individual needs. They ask children questions which they are not yet able to understand. Consequently, children become frustrated. This does not help them to make good progress in their communication and language skills or support their well-being.

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

- The manager knows what she wants children to learn and to be able to do. She understands how learning should be put in the right order to enable children to progress. However, this is not put in place. Staff's assessment of children's development is not effective. They do not have a secure understanding of child development or how to plan children's learning. Therefore, they do not plan activities with an appropriate level of challenge. This means that children become disengaged from their learning. When this happens, staff ask children, 'What shall we do next?' They do not stimulate children's curiosity, interest or excitement to re-engage them in learning. This does not support them to make good progress in all areas of their development.
- The weaknesses in assessment mean that staff do not identify children who are at risk of falling behind. Additionally, the special educational needs and disabilities coordinator does not have the skills, experience and knowledge she needs to effectively fulfil her role. The provider has failed to put in place support, while she undertakes training, to ensure children's needs are met. As a result, effective provision for children with special educational needs and/or disabilities (SEND) is delayed. This is likely to have a negative impact on children's long-term educational outcomes.
- Partnership with parents is weak. Staff share information with parents about their child's care. However, information about their learning is not always detailed or accurate. For children with SEND, the setting does not work together

with parents to establish what support they need or to review their progress. As a result, children with SEND do not make the good progress of which they are capable.

- Children's communication and language skills are not consistently supported. Staff sometimes model new words. For example, they point to pictures of insects in the garden and name them. Some children copy the new words, such as 'snail'. However, at other times, staff sit quietly while children play. This does not help children to develop their vocabulary.
- Procedures for checking the performance of staff are poor. Although staff supervision sessions have been put in place, weaknesses in practice have not been identified. Staff are not provided with relevant feedback, support or training that will raise the standards of education provided.
- Staff introduce mathematical concepts through nursery rhymes. For example, they sing 'Five Little Ducks'. When singing about three little ducks, they show children three fingers. This helps children to develop their understanding of number.
- Children have daily access to outdoor play. They develop their physical skills, climbing, running, throwing and kicking a ball. Children enjoy rolling large hoops and chasing after them. This helps to develop their coordination skills. They exclaim 'yay!' when they catch the hoops, showing pride in their own achievements.
- The manager understands that there are many cases of childhood tooth decay in the local area. She has developed healthy eating and dental-health displays to provide information to parents. The setting also talks to children about keeping their teeth clean and healthy.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the provider and manager have put in place procedures for checking that all adults working with children are suitable to do so. They have improved hygiene practices so that the risk of the spread of infections is reduced and children's good health is promoted, for example cleaning surfaces and washing hands before serving food. Risks in the environment are regularly identified and addressed. Staff have a good understanding of the possible signs and symptoms that a child may be at risk of harm. They know the correct actions to take if they are concerned about a child. Staff understand the role of the local authority designated officer. They know what to do if an allegation was made against an adult working with children.

What does the setting need to do to improve?

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

	Due date
ensure staff use assessment effectively to understand children's development and plan for their next steps in learning	29/07/2022
improve staff's understanding of how to offer challenge to children and to stimulate children's learning so that they do not become bored and distracted from their play	29/07/2022
improve support given to children with SEND by having appropriate regard to the SEND code of practice, having a clear approach to identifying emerging SEND, and making effective provision to support children without delay	29/07/2022
improve staff's understanding of how to support children's communication and language development and ensure this is consistently implemented	29/07/2022
ensure arrangements for staff supervision and coaching are effective in identifying weaknesses in practice and raising the quality of education provided	29/07/2022
ensure children are consistently supported to develop their independence skills.	29/07/2022

Setting details

Unique reference number	2595441
Local authority	Sheffield
Inspection number	10221378
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	4 to 4
Total number of places	60
Number of children on roll	1
Name of registered person	Cornerstone Nurseries Ltd
Registered person unique reference number	RP555141
Telephone number	01142311222
Date of previous inspection	12 January 2022

Information about this early years setting

Crescent Corner registered in 2020 and is one of five early years settings owned by the same provider. It is situated in the Hillsborough area of Sheffield. The provision operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays. There are currently three members of childcare staff employed, including the manager; all hold early years qualifications at level 3.

Information about this inspection

Inspector
Rebecca Miall

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs and disabilities coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting 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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