

Inspection of Chantrey House Nursery LTD

40 Chantrey Road, SHEFFIELD S8 8QW

Inspection date: 17 October 2022

Overall effectiveness	Good
------------------------------	-------------

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 settle well into this nursery, where they feel safe, secure and happy. Staff create a comfortable environment and know children well. They identify children's starting points in development and their next steps in learning. Staff differentiate activities to meet the needs of individual children, including those with special educational needs and/or disabilities. Staff sit among children reading stories, interacting and singing songs. The nursery is calm, and children listen and respond as they develop their language and vocabulary.

Children go outside each day. Staff observe and talk to children as they play in the sandpit and extend their communication by asking questions. Children's language and communication are good. They are engaged and excitedly narrate their play, as they spoon sand into little teapots. Staff are kind and affectionate. Children are valued and listened to as they playfully sing. They sing a 'hello' song to learn and recognise each other's names. Children sit in a circle and play with a parachute, taking turns to choose a game. Staff support younger children by offering them alternatives. Children cuddle their key person, who responds warmly.

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

- A strong and effective key-person system is in place, which parents appreciate. Children have a second key person so that their care is consistent and close bonds can develop. Staff affectionately accommodate children's choices; for example, when children are drawn to another member of staff, they share the care of children.
- Staff and managers clearly implement the curriculum and plan for children's individual needs. They use information shared by parents during settling-in visits and their observations to plan for what children need to learn next. Children make good progress, and this is monitored termly in supervision meetings between staff and managers. Staff use conversations and an electronic app to share information, ideas and news with parents, who are encouraged to respond by posting on the app.
- Parents bring their children in to nursery. Since the COVID-19 pandemic, parents are offered a choice. They can telephone the room or be greeted at the door by a member of staff. Staff take time to get to know children and their families, building strong partnerships with parents. They use many initiatives to engage parents, including home-learning ideas, events, celebrations and local fundraising. For example, parents and children took part in a harvest festival project and collected donations for a local food bank.
- Children are supported to develop healthy lifestyles, for example, they drink water from personal bottles. Staff share information with families about healthy eating, for example they display how much sugar is in familiar takeaway

products.

- Children eat lunch together at the table, staff sit amongst them as they chat. Children are confident and communicate clearly asking, 'Please can I have some more macaroni cheese?' Children use serving tongs to reach the garlic bread. However, children are not always given opportunities to show independence and further extend their ability in real-life tasks. For instance, helping to lay the table for lunch, pouring their own drinks or serving their own food.
- Children enjoy their time playing outside. They are enthused, engaged and their language flows freely. However, managers have not yet fully identified the potential of the outdoor area or developed a vision to inspire the learning of those children who prefer to learn outside.
- Children help to put things away, listen to staff and follow instructions. Staff skilfully encourage children with praise, counting and clear requests. Staff have high expectations of children, who calmly wait for their turn to climb the steps and go in for lunch.
- Children and babies are respected, treated with kindness and given the space and time to respond. Staff are sensitive when asking babies if they can change their nappies. Staff get down to children's level and offer physical comfort and a familiar toy to soothe sleepy children.
- The managers have developed links with other organisations and professionals, including the local child safeguarding partnership, the quality improvement team, the teacher for the deaf and the special needs inclusion team. These connections help to promote the welfare and development of all children in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of the types of abuse and can recognise the possible signs and symptoms of abuse. Managers implement a safeguarding policy to support staff's practice. Staff have regular supervision meetings, where their safeguarding knowledge is monitored, and updates shared. The managers carry out regular suitability checks with all staff members, and new staff undertake an induction to update their safeguarding knowledge. Staff keep accurate registers, and record and monitor accidents and incidents.

What does the setting need to do to improve?

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

- expand on children's opportunities to extend their abilities and self-care skills
- enhance the outdoor provision further by creating opportunities for children, who prefer to learn outside to play and explore in the natural environment.

Setting details

Unique reference number	EY463691
Local authority	Sheffield
Inspection number	10229667
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	62
Number of children on roll	85
Name of registered person	Chantrey House Nursery Limited
Registered person unique reference number	RP532674
Telephone number	01142500996
Date of previous inspection	18 January 2017

Information about this early years setting

Chantrey House Nursery LTD registered in 2013 and is located in Sheffield. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens for 51 weeks of the year, from 8am to 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 completed a learning walk around the setting to understand how the early years provision and the curriculum is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with staff and the managers and looked at relevant documentation.
- The inspector observed the interactions between children and staff during the inspection.
- The inspector had discussions with parents during the inspection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022