

Inspection of Mazehill Nursery

61-65 Burncross Road, Chapeltown, Sheffield S35 1RX

Inspection date: 25 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe and demonstrate that they feel secure in this warm and inviting nursery. They develop trusting relationships with the kind, caring and nurturing staff. Children's emotional well-being is a high priority. Staff take time to get to know children and families well. They spend time settling new children in and successfully meet children's individual needs. For example, children receive a great deal of affection, cuddles and reassurance. They are happy, confident and social individuals who have good social and communication skills. Babies laugh and giggle as they play with staff. They explore balloons and delight in hitting them in the air and passing them to the animated staff. Older children happily chat to staff, each other and the inspector. They are keen to share their experiences and talk about what they have been doing.

Children are aware of nursery routines and what is expected of them. They are independent and enjoy completing age-appropriate tasks. For instance, older children serve their own meals and pour their own water at lunchtime. Children are well behaved and polite. They show good table manners and say 'please' and 'thank you' when asking for things.

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

- The nursery has a community feel. Managers and staff establish relationships within the local community. For instance, staff teach children about road safety as part of their road safety week. Children enjoy a visit from a lollypop person and practise how to cross the road safely.
- Staff observe children as they play to find out what they know, understand and can do. They identify children's next steps in learning and plan activities to help children to develop their knowledge and skills.
- Children's communication and language development is promoted well, overall. Staff successfully use stories, songs and rhymes to engage children and develop a love of books. Babies enjoy playing instruments as staff sing familiar nursery rhymes. Older children listen to stories and engage in conversations about what might happen next. On occasions, staff do not use teaching techniques well enough to extend children's thinking and learning fully.
- Staff provide a range of opportunities and resources to help children to learn about different people and ways of life. For instance, children learn about themselves, their families and different occupations as part of an 'All about me' theme.
- Healthy practices are supported throughout nursery. Children enjoy home-made and nutritious meals. They learn about the importance of good oral health and get plenty of fresh air and exercise as they play outside each day.
- Managers and staff work together to reflect on the opportunities they provide for

children. They have developed the outdoor space to ensure there are exciting and stimulating opportunities available to support children's learning. For example, children climb and balance on apparatus as they develop their physical skills and learn how to manage risks safely.

- Children develop their imagination well through the role-play opportunities on offer. They act out their own experiences as they make 'cups of tea' for staff. Children engage in a range of craft activities that are used to create displays across the nursery. At times, the craft activities on offer are quite adult directed and focus on an end product, such as a handprint 'autumn' tree. This does not fully support children to develop their creativity or allow them to express their own ideas about how this may look.
- Children who have special educational needs and/or disabilities are identified quickly and support is put in place immediately. Staff are experienced and knowledgeable about how to meet children's individual needs. They engage children in successful strategies to support them to reach their full potential. For example, staff spend one-to-one time with children to help them to develop their listening and attention skills and focus.
- Additional funding is used effectively to support children to make progress in their learning. Staff look closely at children's needs and consult with parents about how best to use funding.
- Partnerships with parents are strong and parents have the opportunity to 'stay and play' with their children each morning. Staff share updates about children's learning verbally and through daily dairies. They offer advice and tips on how parents can enhance their children's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know how to keep children safe at nursery. They complete regular safety checks of the indoor and outdoor environment and remove any potential hazards. Staff have good safeguarding knowledge and have completed mandatory safeguarding training. For instance, staff have completed training about domestic violence, female genital mutilation and radicalisation. They are aware of the signs and symptoms that might indicate a child is at risk of harm, and know who to report any concerns to. The recruitment and induction procedures for new staff are robust. Ongoing checks ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- develop staff's use of effective strategies to extend children's thinking and learning further

- extend opportunities for children to develop their creative skills and express their own thoughts and ideas.

Setting details

Unique reference number	EY365933
Local authority	Sheffield
Inspection number	10229535
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	115
Number of children on roll	171
Name of registered person	1st Safari Day Nurseries Limited
Registered person unique reference number	RP905110
Telephone number	0114 245 4500
Date of previous inspection	13 February 2017

Information about this early years setting

Mazehill Nursery registered in 2008 and is located in Chapeltown, Sheffield. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The nursery is open Monday to Friday, from 7.45am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

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 deputy manager and has taken that into account in their evaluation of the setting.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The deputy manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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