

Inspection of Bole Hill Nursery

85 Bole Hill Road, Sheffield, South Yorkshire S6 5DD

Inspection date:

5 December 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is not maintained. Staff do not know a range of signs that may show a child is at risk of harm. They do not know what they should do if they have concerns about the conduct of a colleague. Managers have failed to report child protection concerns to help keep children safe.

Staff do not consider possible risks to children's health and well-being or take steps to address these. Hazards in the outdoor areas have not been noticed. Children are cared for in unsuitably cold rooms. Handwashing procedures are poor. This does not promote children's good health.

Children do not form settled relationships with a key person. This is because there are a lot of bank staff, and staff are moved around the rooms to cover. Managers have not considered how this affects children's emotional well-being or learning.

Staff do not plan learning opportunities that build upon children's current skills. They assess what children know and can do during a 'focus week'. However, they do not use this information to provide a broad, balanced curriculum. As a result, children are often disengaged and appear bored. They do not make the best possible progress of which they are capable.

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

- Staff have a poor understanding of safeguarding issues. They cannot explain a range of possible signs that a child may be being abused. Staff do not know what they must do if an allegation is made against an adult working with children. Designated lead practitioners for safeguarding do not understand their responsibility to speak to local statutory children's services. Consequently, children who may be at risk may not be identified or receive timely support.
- Staff do not identify possible risks in the environment, such as large garden buckets filled with rainwater. Staff do not consider the impact of the very low room temperatures on children's well-being. They do not turn on the additional heaters in the rooms where these are available. Other rooms do not have sufficient heating. Managers do not take steps to ensure children are only cared for in the heated rooms until inspectors bring this to their attention. This does not help children to remain safe and healthy.
- Staff do not wash their hands after wiping children's noses. Children are not supported to wash their hands prior to eating. This increases the risk of the spread of infection.
- Children do not always have a named key person. Transitions between rooms are poorly planned. Transition visits take place when temporary staff are working in the room. Babies seek out unfamiliar adults for comfort because they

have not been able to develop warm, trusting relationships with a known adult. Children's individual personal care needs are not considered. All children are changed by one staff member according to a rota. This results in children becoming upset when their play or when mealtimes are interrupted.

- Managers do not have a clear vision of what children need to learn and be able to do. They have not made sure that staff understand and deliver ambitious educational programmes. Staff use 'focus weeks' to observe children's existing skills. However, they do not use this information to plan learning opportunities that build on these. Therefore, children wander around and appear bored. They do not make the good progress of which they are capable.
- Staff do not engage in high-quality interactions with children. Some staff use complex sentences when talking to young children. They do not allow children time to think or respond. Children who speak English as an additional language are rarely spoken to. Staff share stories with children but do not read to them in a way that excites or interests them. They continue reading when children are not listening. When children offer their ideas, staff tell them not to interrupt. This does not support children's developing communication and language skills.
- Children receive healthy meals and snacks. Older children have opportunities to develop their large-muscle skills. Younger children do not have daily access to outdoor activities. Babies who are interested in climbing are not provided with opportunities to develop this. Staff tell them not to climb on furniture. This means that they are not provided with enough opportunities to develop their physical skills.
- The special educational needs coordinator (SENCo) works with children's parents and other professionals. They develop ways of supporting children with special educational needs and/or disabilities (SEND). However, staff do not put these into practice. This means that children with SEND and those who require additional support are at a significant risk of falling further behind.
- Parents are happy with the communication they receive, both in person and through the online communication application.
- Arrangements for the supervision, coaching and mentoring of staff are not effective. Managers have not identified poor-quality teaching. Staff observe each other's practice and provide feedback. However, they do not have the skills to recognise when practice is weak. Staff development targets do not focus on raising the quality of the care and education provided.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a good understanding of the possible types of abuse or signs that a child may be at risk of harm. As a result, they may not identify and report concerns. Managers have failed to report safeguarding concerns and/or make adequate records of referrals made to local statutory children's services. Staff do not understand the correct procedures to follow should they have concerns that an adult has acted in a way that may harm a child. Staff do not make sure the environment is suitable for the care of young children. They do not notice potential

hazards or address the very low temperatures in the rooms.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
gain a better understanding of current safeguarding issues and local reporting procedures to ensure any concerns about a child's welfare are acted on in a timely manner	21/12/2022
improve staff's awareness and understanding of risk assessment, to ensure they are vigilant in identifying hazards and take immediate steps to minimise risk to children	21/12/2022
implement effective hygiene practices that promote the good health of children and help to minimise or stop the spread of infection	21/12/2022
ensure children's individual care and learning needs are supported through effective and settled relationships with their key person	05/03/2023
ensure effective support is given to children with SEND and that staff implement children's individual support plans effectively	05/03/2023
improve staff training, support and supervision arrangements so that weaknesses in practice are identified and addressed and that staff can offer quality learning and development experiences for all children.	05/03/2023

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

	Due date
plan and deliver interesting and engaging learning opportunities that take account of children's interests and build on what they already know and can do	05/03/2023
ensure staff understand how to support children's communication and language development, including children who speak English as an additional language	05/03/2023
provide all children with daily opportunities, both indoors and outdoors, as part of a well-planned physical development curriculum.	05/03/2023

Setting details

Unique reference number	300754
Local authority	Sheffield
Inspection number	10265967
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	0 to 4
Total number of places	131
Number of children on roll	161
Name of registered person	The Unity Centre Ltd
Registered person unique reference number	RP520483
Telephone number	0114 281 2864 or 0114 281 2865
Date of previous inspection	11 July 2018

Information about this early years setting

Bole Hill Nursery registered in 1997 and is located in Sheffield, South Yorkshire. The nursery opens from Monday to Friday, all year round, apart from one week between Christmas and new year and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 52 members of childcare staff. Of these, one holds early years professional status, and 31 hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspectors

Rebecca Miall
Ruth Moore

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, early years professional, SENCo and an inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the manager and deputy manager about the leadership and management of the setting.
- The SENCo spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between the manager, staff and children.
- The inspectors and the deputy manager jointly observed staff interacting with children.
- Parents shared their views of the setting with the inspectors.
- The inspectors 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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