

# Inspection of Crescent Corner

104c Halifax Road, Sheffield S6 1LH

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Inspection date:

13 December 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

Despite weaknesses in the leadership and management of the nursery and the quality of education, children arrive happy and ready to play. They enjoy their time at the nursery and access a variety of resources, which help to support children to investigate and take the lead in their play. Children behave well. They show a good understanding of daily routines and boundaries set by staff. For example, children know to walk indoors and sit well at the table during snack time.

Babies explore the environment and seek adults out to play. For example, they hold out their hands to join in the actions to 'Row, Row, Row Your Boat'. Older children talk to staff about diggers and hold tea parties. They enjoy playing with glitter sand and water and filling trucks with lentils.

Staff support children to be independent. For example, children wash their own hands and tidy up after snack. Children make choices about their play and are confident to ask for what they want and need. For example, children request more cars and trains during play. Staff teach children about the importance of oral health. Children understand that brushing their teeth is good for them.

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

- The manager and deputy manager have worked towards meeting the actions raised at the last inspection. Some steps have been taken to improve the key-person system. However, leaders have not developed the key-person system further so that apprentice staff fully understand the curriculum intent for children and what their key children's individual care needs are.
- The required progress checks for children between the ages of two and three are completed. They identify gaps in development and where staff support will be targeted. Recent changes have been made to improve the way staff assess and plan for children's learning. However, the changes are not yet embedded. This means staff do not consistently plan to build effectively on what children know and can do, and children's learning is not always promoted effectively. Children do not make good enough progress in their learning.
- The manager now holds regular staff supervision sessions and team meetings. This helps to support staff's well-being and ensure that their workloads are manageable. However, the staff's personal targets are not always effective or monitored to improve the quality of their practice.
- Children are adequately supervised. However, the manager has failed to ensure that staff caring for children under two years old have received training that specifically addresses the care of babies. This means babies' individual care needs are not always met. For example, staff do not understand how to soothe a child to sleep.

- Staff speak with parents to identify any specific needs and concerns they may have about their child. Children with special educational needs and/or disabilities are referred to the relevant agencies. This helps children receive the support they need.
- Staff actively encourage older children's language and communication development. They model language, listen to what children have to say and offer clear explanations to develop their understanding. Staff extend the words children say and narrate what children are doing during activities. However, staff have not considered how they can support the development of baby's speech and language.
- Staff help parents recognise the need for healthy eating and what to put in children's lunch boxes. Parents say their children are happy at the nursery and that they think their children are making progress. They like the communication with staff and the information that is provided on wall displays.
- Children learn about the world around them. For example, they enjoy learning about other people, countries and communities different to their own. This helps them to have an awareness of the wider world.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have access to child protection training and demonstrate a good knowledge and understanding of how to keep children safe. They know the signs and symptoms that would make them concerned about a child's safety and welfare or a colleague's conduct. Staff are confident to discuss signs of potential abuse and neglect. They understand their responsibilities to protect children from child protection issues. Staff complete regular risk assessments and daily checks to ensure that the building, equipment and resources are safe and suitable for children. Staff complete up-to-date safeguarding training and know how to report any concerns.

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

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

	Due date
make sure that the key-person system is robust enough to enable apprentice staff to implement the curriculum intent for all children and ensure care routines are adapted to support children's individual needs effectively	14/02/2023

ensure that the assessment and planning for children's learning are used consistently to challenge all children effectively so that they continually make as much progress as they can	14/06/2023
ensure that leaders have effective systems in place for the supervision and support of staff so that staff continually improve their practice	14/02/2023
ensure that at least half of all staff in the baby room have received training that specifically addresses the care of babies.	14/02/2023

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

- consider ways to support babies' early language development.

## Setting details

<b>Unique reference number</b>	2595441
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10247743
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	60
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Cornerstone Nurseries Ltd
<b>Registered person unique reference number</b>	RP555141
<b>Telephone number</b>	01142311222
<b>Date of previous inspection</b>	22 June 2022

## Information about this early years setting

Crescent Corner nursery registered in 2020. The nursery employs three members of childcare staff, two of whom have an appropriate early years qualification at level 3. The nursery operates all year round, from 7.30am to 6.30pm on Monday to Friday, except for bank holidays.

## Information about this inspection

### Inspector

Ruth Moore

## 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 inspector and the manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two observations with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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