

Inspection of The Sheffield Hillsborough College Nursery

15 Livesey Street, Sheffield, South Yorkshire S6 2ET

Inspection date: 9 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Friendly and caring staff greet children on arrival at this warm and welcoming nursery. Staff form positive relationships with all children. Older children arrive happy and excited to enter the nursery. They often forget to say goodbye to their parents in their eagerness to enter. Babies smile and become excited at the sight of their key person. Children feel happy and safe at the nursery.

Children display high levels of curiosity, concentration and enjoyment. They show a positive attitude to their learning. Children show resilience and a can-do attitude. They slide down a hill in the snow in their waterproof suits, before climbing back to the top to have another go. Children laugh and giggle as they throw snowballs at each other. They listen intently and respond positively to adults and other children. Children develop their imagination skills. They use the snow to pretend to make porridge for everyone.

Children have respect for each other. They work together to build a snowman. Children persevere when trying to lift the heavy snowball for the head. They ask their friends to help. Children are resourceful and find objects to make eyes and buttons for the snowman. They use different-sized balls to play football. Children celebrate together when they score a goal. Their behaviour is exceptionally good.

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

- Leaders and managers plan an ambitious curriculum for children to give them the knowledge and experiences which they need to succeed in life. They have high expectations for all children. All staff know what they want children to learn. They plan a progression of skills to build on what children know and can do as they move through the nursery. Children become questioning and confident individuals.
- Children receive first-hand experiences of the wider community. They go on visits to the theatre, parks and shops. Children learn about being a chef and decide to make spring rolls. Staff encourage children to make a shopping list, before going to the shop to buy the ingredients. Children make spring rolls and share them with their friends.
- Parents share comprehensive information when their child first starts. A thorough settling-in procedure ensures that children settle quickly. Children build secure relationships with their key person. Staff know children well. Children go to them for cuddles, talk openly and ask for help when needed. They feel happy and safe with all the staff at the nursery.
- Staff make individual books with pictures of children's families. Babies go to look at these independently. They enjoy looking through the pictures and pointing to themselves and their family members. Children have a sense of belonging.

- Parents are extremely happy with the care which their children receive. They report that staff are very friendly and approachable. Parents feel confident to raise any concerns they may have. They feel confident that staff will listen. Parents feel well informed about their child. They report that their children look forward to attending the nursery and they are sad when it is not a nursery day.
- Staff promote the use of mathematical language very well. They use language of number and size consistently throughout children's play. For example, children count out pennies to pay for their snack and identify numbers on the price list.
- Children develop good language and communication skills. Staff use questions effectively. They ask open-ended questions to encourage children to think and explain what they are doing and why. For example, children build a house for the three little pigs. Staff ask children how they can make them stronger and children work out that they need more sticks.
- Children develop a love of books, stories and rhymes. The youngest babies enjoy sharing books with their key person. Children independently select books to look at. Staff read with expression and enjoyment.
- Children develop their independence skills. They butter crumpets, serve their own food and help themselves to drinks. Children take their own coats off and hang them on their peg. They select their own resources and choose where they want to play.
- Staff plan activities to support children's interests and their next steps in learning. However, during some activities, older children do not always have suitable challenge. This means that children sometimes lose focus and do not always make the progress of which they are capable.
- Staff complete the progress check when children are aged between two and three years. They share these with parents and health visitors. Staff work well with outside agencies to support children with special educational needs and/or disabilities. They identify children's needs and put plans swiftly in place to support them. Where needed, staff refer children to the necessary agencies.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. All staff complete regular training to update their safeguarding knowledge. Staff have a strong understanding of how to keep children safe. They confidently talk about the signs and symptoms of abuse and how to report any concerns. Staff have a secure understanding of the role of the local authority designated officer and are confident in how to report any concerns. Children learn about risks. For instance, they help to clean up some spilt water, so they do not slip. Robust recruitment processes are in place to ensure that staff are suitable to work with children. Leaders and managers use ongoing supervision sessions to support staff in their professional development and check their ongoing suitability. Most staff hold a paediatric first-aid certificate.

What does the setting need to do to improve?

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

- strengthen the learning intention of activities to ensure suitable challenge for all children.

Setting details

Unique reference number	EY313708
Local authority	Sheffield
Inspection number	10237990
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 5
Total number of places	53
Number of children on roll	63
Name of registered person	The Sheffield College
Registered person unique reference number	RP902215
Telephone number	0114 2602911
Date of previous inspection	29 March 2022

Information about this early years setting

The Sheffield Hillsborough College Nursery opened in 2005. It is situated on the college campus in Hillsborough, Sheffield. The nursery is open all year round from 8am to 6pm, Monday to Friday. It employs 17 members of staff. Of these, 14 staff hold a qualification at level 3 or above, including one with early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the early years professional.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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