

# Inspection of Bole Hill Nursery

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

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Inspection date: 18 May 2023

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

### The provision is good

Staff are nurturing and committed to forming strong bonds with children and families. They key-person system works effectively. Children are happy and settled at this welcoming nursery. They display a strong sense of belonging and demonstrate that they feel safe and secure. Staff plan activities that support children with their emotional well-being. They are good role models and children behave well. Staff instil a culture of respect and considerate behaviour. Children learn to share and take turns.

Staff working with babies are attentive and caring as they play and interact with the young children. Experiences are planned to support babies' physical abilities. For example, staff gently and reassuringly encourage babies to learn to crawl. Staff carefully position low-level resources to support toddlers to pull themselves up and to move around the room.

Children show positive attitudes to learning. Toddlers enjoy engaging in lots of sensory play experiences, like painting, sand, play dough and shaving foam. They are supported to develop their hand-eye coordination as staff provide them with lots of different tools and resources to use. Older children are independent and lead their own play. They recall prior learning as they enjoy playing beanbag mathematics games and making sand constructions.

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

- Managers and staff have worked hard to address the actions set at the last inspection. There are action plans in place for further improvement. For example, managers have identified the constraints of the large rooms the toddlers access. Plans are in place to change the way the rooms are used to further benefit these children's learning.
- Managers and staff plan a curriculum for children that is carefully sequenced to help them acquire the knowledge and skills needed before they start school. They assess what children are learning and establish what they need to learn next. However, on occasions, staff working with the older children do not adapt their teaching skills effectively to ensure that the most-able children's learning is extended.
- Children benefit from activities that support their communication and language skills. Throughout activities, staff narrate what is happening and introduce new vocabulary. However, staff miss opportunities to provide children with well-known rhymes and songs. This means children do not always develop an understanding of familiar words and a love of books.
- Staff tailor settling-in sessions to meet the individual needs of children. This supports children to feel confident about their move to their next stage in

learning. Older children follow instructions and learn to manage their emotions. However, staff do not always encourage younger children to tidy away toys. This means that, sometimes, their environment becomes cluttered, and resources are not always used effectively.

- Parents speak highly about the nursery and comment on the progress their children have made. They express their gratitude for how much staff have helped them develop as parents and the constant support they provide to families. Staff include parents in all aspects of their children's learning. Children are well supported during transition into the nursery and in their move on to school.
- Children who need extra support are swiftly identified, and interventions are quickly put in place. Staff support children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL) effectively. Staff speak regularly with other professionals to share information about children's learning and development. This helps staff to actively plan to move children with SEND and EAL forward in their learning.
- Staff support children to learn how they can live healthy lifestyles. They provide lots of opportunities for all children, including babies, to get physical outdoors. Children are provided with a range of balanced meals during snack and lunchtime. Children enjoy outings in the community. This helps them to develop an understanding of the world around them.
- Managers place a significant emphasis on staff well-being. Staff benefit from regular support meetings and specified training. Staff comment that being videoed carrying out activities to discuss with managers enables them to greatly improve their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to recognise possible signs that a child may be at risk of harm. All staff have completed safeguarding training and fully understand their responsibilities. They know the procedure for recording and reporting child protection concerns and are confident to implement this if necessary. They keep children under their close supervision, reminding them about how to keep themselves safe. Robust recruitment arrangements ensure that all staff are suitable to work with children and the premises are safe and secure.

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

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

- find more ways to offer challenge for the most-able children to consistently extend their learning
- provide children with more opportunities to access rhymes and stories in order

to develop their knowledge of familiar words and a love of books

- introduce clearer routines for toddlers, so that they are consistently supported to develop their growing attention and focus as they play.

## Setting details

<b>Unique reference number</b>	300754
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10291833
<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 4
<b>Total number of places</b>	131
<b>Number of children on roll</b>	161
<b>Name of registered person</b>	The Unity Centre Ltd
<b>Registered person unique reference number</b>	RP520483
<b>Telephone number</b>	0114 281 2864 or 0114 281 2865
<b>Date of previous inspection</b>	5 December 2022

## 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 46 members of childcare staff. Of these 28 hold appropriate early years qualifications at level 2 or above.

## Information about this inspection

### Inspectors

Ruth Moore  
Melanie Arnold

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors and managers completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspectors 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 inspectors spoke with staff and children during the inspection.
- The inspectors completed two joint observations with the nursery manager and deputy manager.
- The inspectors 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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