

Inspection of University of Sheffield Union of Students Nursery

93 Brunswick Street, Sheffield, South Yorkshire S10 2FL

Inspection date: 23 August 2023

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 confident learners who develop excellent language skills at this diverse nursery. Families are greeted by their key person on arrival. Staff are warm and welcoming. They build positive relationships with children and families. Children feel happy and safe. Staff encourage children to develop their independence skills. Children self-serve at lunch time and learn to fasten the zip on their coat. They confidently walk up and down the steps to the outdoor area, holding the rail for support.

Staff have high expectations of children's behaviour. Children learn simple rules and are happy to help tidy their toys away. They are respectful of each other and say 'excuse me' as they wait to get past. Children have a positive attitude to their learning. They are focused and engaged in their play, showing high levels of involvement. Children solve problems and think about what they can do next. They show resilience when facing difficulties. For example, when a tower of shapes collapse, they keep on trying to rebuild it.

Children learn about the diverse world in which they live. They learn about different countries and cultures around the world. Children's individual ethnicity is celebrated. Staff speak to families about their culture and language. Parents spend time in the nursery and share stories from their own cultures.

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

- Leaders and managers plan an ambitious curriculum to meet the needs of all children. They have a clear view of what they want children to learn. Overall, staff support children very well. They provide opportunities for all children, including those with special educational needs and/or disabilities (SEND) to develop in their learning. Children make good progress.
- Skilled staff lead small-group sessions to develop children's language. They use every opportunity to speak with children. Staff introduce new language and support children to develop their communication skills. Babies babble as they hold a phone to their ear. Toddlers use long sentences when they act out going on a trip to the seaside. Older children describe in detail what they are doing. Children become expert communicators.
- Staff model mathematical language very well. Children use this language freely in their play. For example, they say, 'Let's sit on the big chair' to their friend. Children identify shapes in the environment. For example, a young child points out a circle on a spirit level. Staff encourage children to count objects. They use questions to extend their learning. They ask, 'How many will I have if I add one more?'
- Staff use assessment effectively to check what children know and can do. They

use this information to plan what they need to teach. Staff plan challenging activities and respond to specific needs of children. They share information with parents regularly.

- Staff work well with outside agencies. They provide support for disadvantaged children and those with SEND. Additional funding is used to support the individual needs of children. Staff complete the progress check at age two years and share this information with parents. Staff encourage parents to share this with their health visitor.
- Staff take every opportunity to share books and sing with children. Babies wave scarves as they sing rhymes. Toddlers choose which song they want to sing. Older children sit with their key person as they listen to stories. They join in with the words. All ages of children develop a love of books, stories, songs and rhymes.
- Staff plan opportunities for children to explore familiar stories. They provide activities for children to make puppets so that they can use them to retell a story. However, some activities do not always support children to develop their own creativity and make choices. For example, children are only given brown crayons to colour the monkey body parts.
- Parents are very complimentary of the nursery. They comment staff are warm and welcoming. Children love coming to the nursery and get excited when they see the road that the nursery is on. Parents feel well informed about their children's learning. They welcome the feedback they receive. Parents report that the nursery is very supportive to the whole family.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is safe and secure. Children learn how to keep themselves safe. They tell their friends not to put things in their mouth as they might choke. All staff understand their responsibility to protect children. The manager and staff are knowledgeable about child protection. They have a clear understanding of the signs that may indicate children are at risk of abuse. Staff are aware of the whistle-blowing procedures if they are concerned about a colleague. Robust recruitment, vetting procedures and ongoing checks ensure that staff are suitable. Leaders make sure that staff receive safeguarding and first-aid training.

What does the setting need to do to improve?

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

- extend further opportunities for children to develop their creativity during adult-led activities.

Setting details

Unique reference number	300762
Local authority	Sheffield
Inspection number	10306506
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 5
Total number of places	64
Number of children on roll	41
Name of registered person	SUSU SERVICES LIMITED
Registered person unique reference number	RP519463
Telephone number	01142 228690
Date of previous inspection	13 February 2018

Information about this early years setting

University of Sheffield Union of Students Nursery registered in 1976. The nursery employs 21 members of childcare staff. Of these, 17 hold relevant childcare qualifications at level 3 and above, including three who hold early years professional status. The nursery operates Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the 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.
- The children spoke with the inspector during the inspection.
- The inspector carried out a joint observation with the manager.
- The staff spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how she supports children with SEND.
- The inspector 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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