

Inspection of Hackenthorpe Hall Nursery

Hackenthorpe Hall, Main Street, Sheffield S12 4LB

Inspection date: 4 July 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 safety and well-being are not assured, as some staff do not have a secure knowledge and understanding of how to safeguard children from harm. Staff do not provide a sequenced curriculum for babies and toddlers. This means that these children do not make good enough progress in their learning. However, older children have positive attitudes to their learning. Staff in the pre-school room implement a curriculum that supports older children to be ready for school.

Older children enter the setting confidently and enjoy their time there. They form positive relationships with staff. However, babies cry for long periods of time as staff try to settle too many children. This does not support babies' emotional well-being.

Staff use effective and consistent behaviour management strategies. Children enjoy stories about a colour monster and how the monster is feeling. This helps children to learn to understand what is expected of them and how to manage their own feelings and behaviour. Staff support older children to identify numbers and play letter games. Children use their imaginations examining minibeasts and making brown dough. Older children show they are happy at the setting. However, several toddlers are not engaged as staff do not plan activities that are based upon their interests.

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

- Staff working with younger children and babies lack key knowledge of their interests and abilities. They do not plan and implement a curriculum to support their next steps in learning. Younger children become bored and several wander round the room looking for things to do. Consequently, play activities and learning opportunities for these children are poor and they do not make the progress which they are capable of.
- Staff receive the support, coaching and training that helps them to know some of their roles within the nursery. The manager ensures that staff are in ratio in each room. However, she has not considered the impact of several new babies needing to be settled in the baby room on staff's deployment. This means that babies' individual needs are not met. For example, several babies cry for long periods of time during the session and quieter babies are ignored. This does not support babies' social or emotional development.
- Staff in the pre-school room hold interesting discussions with older children, who confidently tell them about their homes, toys and visits to local attractions. However, the communication and language skills of some younger children are not well supported. Staff caring for these children let several children use dummies for long periods of time. This does not encourage their early language

development.

- Diversity and inclusion are promoted within the setting. Staff work closely with children with special educational needs and/or disabilities and support them with personalised teaching and learning. Staff work closely with other agencies and parents. This helps staff to learn strategies to help these children to develop coping techniques for the next stage of their education.
- Children play out every day in the extensive outdoor area. This promotes their physical development and sense of adventure. Children eat healthy, nutritious food. Older children enjoy talking about the fruits they are growing and taking part in the 'toothbrushing club' activities. This helps to develop children's awareness of the wider world.
- Parents know the name of their children's key person. They say that they like receiving information and photos via the online app. For example, staff share information about what children have eaten and how long they have slept for. This helps parents to support their children at home.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and well-being are not assured. Managers and staff complete training in safeguarding matters. However, some staff do not demonstrate that they can apply their knowledge effectively. For example, some staff cannot identify the different types of abuse and do not know how to report a concern about a child appropriately. Some do not know how to report a concern about a colleague harming children to the correct agencies. Furthermore, all staff are not up to date with current child protection legislation. The manager follows safer recruitment procedures. All accidents are recorded and parents are informed.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff increase their safeguarding knowledge to ensure that the signs of possible abuse and neglect are recognised at the earliest opportunity, and responded to in a timely and appropriate way	04/09/2023

support staff to develop a greater understanding of the nursery's safeguarding policy by increasing their knowledge about what to do if they have concerns about a colleague harming children	04/09/2023
improve staff's knowledge and understanding of the guidance and procedures of the local safeguarding partnership and the 'Prevent' duty guidance	04/09/2023
ensure that staff implement a suitably challenging and ambitious curriculum that takes account of the individual needs and stage of development of all children, including babies and toddlers, and what they need to learn next	03/11/2023
deploy staff in the baby room appropriately in order to meet each child's individual needs.	03/11/2023

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

- ensure that staff promote babies' and toddlers' early language development by limiting the use of dummies.

Setting details

Unique reference number	300887
Local authority	Sheffield
Inspection number	10300535
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 4
Total number of places	76
Number of children on roll	214
Name of registered person	Hackenthorpe Hall Limited
Registered person unique reference number	RP908994
Telephone number	0114 2483737
Date of previous inspection	7 September 2018

Information about this early years setting

Hackenthorpe Hall Nursery registered in 1999 and is located in Sheffield. The nursery employs 25 members of childcare staff. Of these, 23 staff hold appropriate early years qualifications at level 2 or above. The nursery operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Moore

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and deputy manager completed a learning walk across all areas of the setting to understand how the nursery and the curriculum are organised.
- The inspector held a meeting with the nursery's manager and looked at a sample of the setting's documents. This included evidence of staff's suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery's deputy 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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