

Inspection of Woodhouse Nursery

53 Beighton Road, Woodhouse, SHEFFIELD S13 7PN

Inspection date: 17 October 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 happy, engaged and well cared for in this nursery. Staff take time to get to know children well, especially children with special educational needs and/or disabilities (SEND). As a result, children are happy, confident and settle well. Staff organise the environment so that children have access to a wide variety of stimulating resources and activities that ignite their curiosity. Children have space to play, and the environment is calm. Children work together and make choices, for example as they build a car with the loose parts. They excitedly explain their plans to staff. Staff skilfully support children to develop their ideas by listening and speaking clearly.

Staff help children to learn about moods and emotions. Children start the day by putting their name alongside a picture card of an emotion. Children recognise pictures of emotions in a game and take it in turns to say what might make them feel happy, sad or angry. This helps children to recognise these emotions in themselves and others. Staff use picture cards so that even the youngest children know what to expect and what is happening next.

Staff offer children small-group sessions that use songs, stories and rhymes to develop their language and movement. Staff skilfully organise the groups to help children to feel confident and to be heard. Children laugh and dance as they sing, wiggle and tap sticks. Staff understand what children are learning in each experience and recognise that exploring books, making sounds and recognising rhythm promote children's early literacy.

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

- Staff are dedicated to offering children interesting experiences and meeting the needs of all children. Even the youngest children are supported to experience playing in the natural environment. For instance, some children dig in the soil, find worms and wonder where worms live, while others sleep in the shelter.
- Children make choices throughout the day. They choose to paint and tell staff what colours they would like to use. However, staff sometimes do things for children without recognising how much children can do for themselves.
- Staff promote children's love of reading and books throughout the nursery. Children choose books, and staff sit on the floor and read with clarity. Staff repeat key phrases and ask questions. However, on some occasions, staff respond before children have had sufficient time to think and respond with their own ideas.
- Children have endless opportunities to practise mark making and develop their muscle strength for early writing. For example, they paint and manipulate dough. However, on some occasions, staff focus on formal writing before it is

developmentally appropriate for children.

- Children enjoy a wholesome, home-made lunch each day. They sit together with staff at the table. The cook provides alternatives for children with dietary preferences, allergies and intolerances. Some children are given responsibilities, such as helping to lay the table. Staff are beginning to introduce children to practical skills, such as serving themselves at lunchtime, so that they can further develop their independence skills.
- Leaders have created a broad curriculum that is adapted for each child. Staff recognise the importance of forming relationships and that children need to be settled before accurate assessments can be made.
- The special educational needs coordinator works closely with parents, leaders and staff so that specific programmes of support can be implemented swiftly for children with SEND. Staff and leaders develop strong links with other professionals to support early intervention.
- Leaders and staff take great pride and delight in the praise and feedback they receive from parents. Leaders spend additional funding on developing areas where small-group interventions can take place. This includes a sensory room, a nurture room and a lodge outside. Leaders share ideas with staff during the working day and training sessions.
- Parents are enthusiastic and impressed with the nursery. They say that their children make good progress in their communication and language. Parents are thrilled with the support the nursery offers to their children, especially children with SEND. Parents describe staff as 'kind' and 'knowledgeable' and say that they offer support, ideas and information.
- Leaders follow safer recruitment procedures. New staff receive an induction so that they understand their roles and responsibilities. Staff receive termly supervision meetings and regular appraisals, where their specialisms and training needs are identified. Staff say they feel supported and that leaders consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive safeguarding training and understand the importance of their role in safeguarding children. Staff know and can recognise the possible signs and symptoms of abuse. They know what action to take if they suspect a child is being abused and who their designated safeguarding officers are. Leaders receive regular updates about safeguarding procedures and share these with staff. They carry out risk assessments and check them regularly. Staff maintain accurate and up-to-date attendance registers. They record accidents and existing injuries and share these with parents.

What does the setting need to do to improve?

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

- offer children more opportunities to do things for themselves so that they can further develop their independence
- give children more time during interactions so that they can process information, think and respond with their own ideas
- review group-time activities to ensure that they are developmentally appropriate and achievable.

Setting details

Unique reference number	EY441272
Local authority	Sheffield
Inspection number	10305279
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	71
Number of children on roll	80
Name of registered person	Sunningdale (Yorkshire) Limited
Registered person unique reference number	RP903313
Telephone number	0114 2693929
Date of previous inspection	16 February 2018

Information about this early years setting

Woodhouse Nursery registered in 2012 and is located in Sheffield. It is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am to 6pm. There are currently 15 members of staff working directly with the children. Of these, one has qualified teacher status. Two members of staff hold appropriate childcare qualifications at level 5, and 12 members of staff hold relevant qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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.
- The deputy manager showed the inspector around the nursery and explained how each area of the early years provision is organised.
- The inspector held a number of discussions with leaders and staff.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between children and adults.
- The inspector took account of parents' views through discussions.

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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