

Inspection of Broomhall Under 3s Limited

Broomhall Infants And Nursery School, 4 Broomhall Road, Sheffield S10 2DN

Inspection date: 1 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children eagerly enter the nursery after finding their pegs and hanging up their coats. They receive a warm greeting from the passionate, friendly and nurturing staff team. Children form strong attachments with staff. This helps children to feel safe, settle quickly and play happily. Staff continually praise children's achievements, much to children's delight. This increases children's confidence, self-esteem and helps them to develop a positive approach to learning new things.

Staff help children to develop important social skills through their excellent role modelling. Children build early friendships as they eat their healthy snack in small groups and dig alongside one another in the large outdoor sandpit, kindly sharing resources. Staff positively help children to understand boundaries. Children demonstrate excellent behaviour, especially given their young age. Staff respect and celebrate the cultural diversity of the families who attend, helping everyone to feel valued and respected.

Staff help children to develop their early independence. For example, they encourage children to manage age-appropriate tasks during daily routines, such as putting on their coats to play outside. Staff provide a wide range of fun and engaging activities for children aged two years and over, in particular. All children progress well and develop fundamental skills that prepare them for moving downstairs to the nursery school when they are three years old.

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

- Staff take full account of, and build on, children's knowledge and experiences on entry and diligently monitor their progress. They take swift action to help children presenting with a developmental delay on entry, or thereafter, to catch up. This includes aspects of children's development affected by the COVID-19 pandemic.
- Staff use a wide range of strategies to support children with a speech delay or where communication barriers exist. This includes children with special educational needs and/or disabilities and children who speak English as an additional language. Staff ensure that funded early education has a very positive impact on outcomes for children.
- Babies and toddlers make good progress and are happy and settled. However, staff do not plan activities and the environment in the baby room and outdoors to the highest level. This means that provision is not always stimulating and varied enough for this age group's particular stage of learning and interests.
- Overall, staff's qualifications and further training is reflected in their good-quality interactions as they model play and extend children's learning. For example, they show toddlers how cause and effect toys work and talk about the autumnal

items children find.

- Staff sing songs spontaneously and read stories engagingly, which helps to support children's early communication. They mirror babies' attempts to communicate and help toddlers to link words to actions. Staff introduce descriptive words as children investigate tactile media, such as pumpkins and dough.
- The management team's organisation of staff and routines is not always highly effective. For example, when young toddlers mix with older children, staff do not fully consider their individual needs and support required. In addition, the baby room leader is unable to fulfil her role to the highest level as she works across the different nursery rooms due to how the key-person system is arranged.
- Children develop good physical skills. For example, babies build strength in their legs with support from staff and toddlers practise their climbing skills. Children confidently whizz around on wheeled toys and use utensils in the sand.
- Children learn about the world around them in many wonderful ways. For example, they delight in looking for insects in their allotment area and experience springtime events, such as observing chicks hatching out of eggs in the incubator.
- Staff work in close consultation with parents to emotionally support new children. They also plan children's move on to nursery school exceptionally well, to support their continued sense of security.
- Staff share regular progress summaries and plan parents' evenings and events, such as World Book Day and the half termly Saturday specials. They also share activity ideas, songs and stories via newsletters and social media. This helps staff and parents to support children's learning together.
- The provider has failed to notify Ofsted of the appointment of a new director, which is a breach of statutory requirements. However, the provider makes sure that all directors are subject to the same recruitment and vetting procedures as the nursery's staff, to determine their suitability. There is no significant impact on children as the directors do not work directly with children.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify the possible signs of abuse and have a secure understanding of internal and external reporting procedures. This helps to keep children safe from harm. Alongside regular training, the manager reinforces staff's knowledge, for example, by holding safeguarding briefings and discussing this within team meetings. Staff closely supervise children to minimise accidents or incidents. Staff use arrangements, such as closed-circuit television, to enhance the safety and security arrangements. Staff undertake good risk assessments when using the stairs to take children into the garden, and for ensuring that no child is left unattended in any areas. Staff share varied information through the nursery's social media platform, to help parents to promote different aspects of their children's safety.

What does the setting need to do to improve?

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

- plan and adapt the environment and activities more effectively to support the individual learning needs and interests of children aged under two years
- strengthen the key-person system and daily routines, to provide greater continuity in care and learning for children aged under two years.

Setting details

Unique reference number	EY491253
Local authority	Sheffield
Inspection number	10307905
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 3
Total number of places	19
Number of children on roll	36
Name of registered person	Broomhall Under 3s Limited
Registered person unique reference number	RP907163
Telephone number	01142721453
Date of previous inspection	12 March 2018

Information about this early years setting

Broomhall Under 3s Limited registered in 2015 and is located in Sheffield. The nursery employs nine members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 3. The nursery opens during term time, from 8am to 5pm, Monday to Friday. It provides funded early education for two-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 nominated individual for the organisation, who is also the nursery manager, and has taken that into account in their evaluation of the nursery.
- The inspector held discussions with the manager and carried out a learning walk with them. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education across the nursery and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke with parents and staff, including the deputy manager, during the inspection. The manager also shared written feedback from parents, including surveys.
- The manager shared a sample of documents with the inspector, including those relating to children's learning and the suitability and qualifications 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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