

Inspection of Loxley Nursery

Loxley Primary School, Rodney Hill, Loxley, SHEFFIELD S6 6SG

Inspection date:

15 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 enjoy a wide range of exciting adventures in the nearby on-site woodland. These experiences enhance their well-being significantly. Children explore natural materials using all of their senses. For example, children help to prepare a fire in an open space among the trees. They delight in arranging sticks in a 'waffle' shape and placing cotton wool balls into the spaces in between. Staff explain how this will help the flames to take hold. Children are eager to help light the fire safely with firelighters. They listen to the wind blowing through the leaves and smell the vegetable soup that they helped to make earlier.

Staff have high expectations of children's behaviour. They ensure that children are kept from harm while having plenty of fun. For instance, children remember and take pride in following the rules carefully. These include taking up the 'respect' position on one knee to prevent them falling forwards. Children learn to take risks safely. These experiences help to build children's self-esteem. Children of all ages answer questions confidently about the forest learning.

The new management team is embedding a curriculum that is planned to follow children's interests and curiosity about the world. Staff provide plenty of opportunities for children to investigate their surroundings, as well as a range of stimulating resources, with awe and wonder. Children contribute enthusiastically to daily routines, such as helping to unpack grocery deliveries. This helps children to develop their independence skills in preparation for future learning.

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

- Managers and staff are dedicated and passionate about their provision. They share a clear and ambitious vision and values. All staff are eager for children to fulfil their potential. New staff feel welcome and appreciate support from managers for their development and well-being. Managers provide staff with ongoing supervision, and there is an open-door policy for staff to interact with managers.
- Overall, staff adapt the curriculum to meet the needs of children well, including those children with special educational needs and/or disabilities (SEND). All children make good progress from their starting points in development. However, managers do not always ensure that staff consistently use all available information in their planning. Very occasionally, staff do not build specifically on what individual children know and can do across all areas of learning.
- Managers establish effective links with the different schools that children move on to across the area. They work in partnership with the local authority advisor and other professionals to support good outcomes for children.
- Parents are very happy with the care provided at the nursery. They appreciate

staff's flexible approach to their children's needs. Parents praise staff for their commitment, support and good communication. They feel fully informed about their children's progress through, for example, daily updates, a private social media group, parents' evenings, visits to the nursery and newsletters.

- Children learn to make healthy choices and to look after themselves independently. They benefit from daily exercise and fresh air. For instance, children climb a steep slope to reach the woodland and talk about how this makes them feel. Children help to prepare healthy snacks of fruits and vegetables, and they drink water and milk. They follow good hygiene procedures, including washing their hands after outdoor play. Children learn about looking after their teeth.
- Staff read stories to children throughout the day, which helps to support the development of children's good communication and language skills. Children borrow books from the lending library at the entrance to the nursery. This is one example of how staff help parents to continue learning at home. Children join in with their favourite songs and rhymes at group times. They use mark-making resources, such as clipboards, in all areas of the nursery. This supports children to practise their early literacy skills.
- Children behave well. Staff are positive role models. They offer children plenty of praise and encouragement and demonstrate good manners, such as saying 'please' and 'thank you'. Staff support children to form firm friendships. They help children to recognise and understand their emotions. For instance, children can access a 'calm box' and spend quiet time in a specially designed cosy area. Children welcome cuddles and reassurance from staff when needed.
- Children experience an expansive range of activities and engagement in their local community. They regularly go for walks around the area, which staff see as a wonderful resource. Staff take children to care homes, where they sing with the residents. Children frequently visit shops and the post office. This helps them to understand about the world around them and about similarities and differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of their roles and responsibilities in keeping children from harm. Staff, including new members of the team, undertake regular training to update their knowledge. They know the signs and symptoms of abuse and what action to take should they have any concerns about a child's welfare. Staff know how to report any allegations made against other members of staff. They implement security arrangements well to ensure that only authorised visitors enter the nursery. Managers follow safer recruitment procedures comprehensively to check the suitability of new staff. They make sure that supervision sessions cover ongoing suitability of staff. Children learn how to take safe risks during their play.

What does the setting need to do to improve?

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

- strengthen support for staff to help them to plan even more precisely to build on what children know and can do.

Setting details

Unique reference number	EY350743
Local authority	Sheffield
Inspection number	10305005
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	2 to 4
Total number of places	32
Number of children on roll	54
Name of registered person	Haywood, Kay Elizabeth
Registered person unique reference number	RP513703
Telephone number	0114 233 3090
Date of previous inspection	8 February 2018

Information about this early years setting

Loxley Nursery registered in 2007 and is located in Sheffield. The nursery employs nine members of childcare staff. Of these, seven staff hold appropriate qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round, closing for two weeks at Christmas. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an outdoor activity with the deputy manager.

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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