

# Inspection of Hackenthorpe Hall Nursery

Hackenthorpe Hall, Main Street, Sheffield S12 4LB

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Inspection date: 14 December 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

The newly appointed manager and staff team have worked hard to implement positive changes to the setting since the previous inspection. This includes reviewing and enhancing the learning environment for children. The manager is highly qualified and has an excellent understanding of how children learn. She aspires to drive improvement forward and has implemented an ambitious programme of experiences for all children that meets their individual needs.

Staff carry out observations and assessments of children's learning to help to identify what children need to learn next. There is a strong emphasis on supporting children to develop good levels of independence and self-confidence. Children learn to do things for themselves, such as self-registering when they arrive to start their day. The special educational needs coordinator has a wealth of knowledge. She offers training and support for staff to ensure that all children receive good-quality care and education. This includes implementing support plans and reviewing specific targets for all children. Staff praise children and encourage them to persevere with their chosen tasks. Children show that they are motivated to learn. For instance, young children concentrate as they pour sand and string beads down large tubes. They concentrate for long periods as they play alongside each other and learn to share and take turns. This helps to develop children's social skills.

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

- The manager offers support for staff through regular coaching and mentoring. She places a strong emphasis on promoting staff's well-being. For instance, staff show that they take pride in receiving recognition such as 'room of the month' awards. The manager works alongside staff to share ideas and help to improve practice. This includes identifying training needs that help staff to build on their knowledge and skills.
- Children are creative learners. They use play dough and a wide range of materials to create model hedgehogs. They show high levels of self-esteem as they proudly show others what they have created. For instance, children walk around the room showing their friends and visitors that they have used feathers to make a 'soft belly'. Staff encourage children to recognise the different shapes on the features of a hedgehog. Furthermore, they support them to develop good mathematical skills as children count how many prickles they have created.
- Staff offer comfort and security for children. They smile warmly and engage them in interesting activities and exciting story sessions. Toddlers listen attentively to their favourite stories. Staff use interactive books and use new words and vocabulary. Children communicate well and engage in conversations. However, staff have not considered ways to widen children's vocabulary to help them to enhance their spoken language further.

- Staff help children to develop good physical skills. Young children climb on top of large indoor apparatus and have access to an extensive outdoor play area. Older children ask staff if they can have a dance party. They laugh as staff join in dancing to music and moving their whole bodies. Children wriggle and jump to the different sounds. In addition, they use their small-muscle skills to carefully cut with scissors and thread holes in pictures, using laces.
- Staff are good role models. They encourage children to listen to simple instructions. Children develop an understanding of the 'golden rules' at the nursery. However, on occasions, staff do not build on children's understanding of how their feelings and behaviours can impact on others. As a result, some children become distracted from their learning.
- Partnership working with parents is effective. Parents comment on the positive relationships that their children form with their key person. They compliment staff for sharing regular information with them about their children's learning and development. This includes providing activity ideas for parents to try at home through an online platform. Furthermore, staff work in effective partnership with other professionals to support children's individual needs.
- Children are provided with a range of healthy choices at snack and mealtimes. They help to pour their own milk and water. Furthermore, staff remind children to wash their hands before eating and after they have used the bathroom. This helps to promote children's good hygiene practices.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and review their knowledge during team meetings. The manager and deputy ask regular safeguarding questions to ensure that staff understand the nursery's policies and procedures. Important information is easily accessible to staff. For instance, they wear lanyards with key contact details and information to support them with any decision-making regarding concerns about the welfare of a child. The designated safeguarding lead demonstrates an in-depth understanding of child protection matters. This includes the process to follow in the event an allegation is made against a member of staff.

## What does the setting need to do to improve?

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

- consider ways to widen children's vocabulary to help them to enhance their spoken language further
- build on children's understanding of how their feelings and behaviours can impact on others and support children to remain engaged in their play and learning.

## Setting details

<b>Unique reference number</b>	300887
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10324469
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	178
<b>Name of registered person</b>	Hackenthorpe Hall Limited
<b>Registered person unique reference number</b>	RP908994
<b>Telephone number</b>	0114 2483737
<b>Date of previous inspection</b>	4 July 2023

## 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 hold appropriate early years qualifications at level 2 or above, including two at level 6. The nursery is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Allison

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff 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 special educational needs and/or disabilities.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.

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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