

Inspection of Redmires Lodge

20 Harlech Grove, Sheffield, South Yorkshire S10 4NP

Inspection date: 10 April 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make a strong start to their learning and development as they become happy, confident and purposeful communicators. For example, babies learn about the world as staff introduce them to the 'damp', 'slippery' and 'squelchy' substances that the toy frog jumps into in their sensory play. Two- and three-year-old children talk about the 'frightening' sound of a lion's roar and the 'gentle' playfulness of a puppy as they share a favourite story with staff.

Children feel safe and secure in the well-organised and well-managed nursery. They rise to staff's high expectations for children's polite and courteous behaviour. They learn to listen carefully to instructions and to take very good care of themselves. For instance, children learn to roll up their sleeves and wash their hands thoroughly as they listen to and join in the many songs and rhymes that guide their hygiene routines. Children become increasingly confident to express their opinions and make decisions about their play.

Children make strong and consistent progress from their individual starting points to fulfil their potential. They acquire the skills and attitudes they need for their future learning, including starting school. Parents comment on staff's deep understanding and care for all their children's needs, which supports their positive well-being and successful development.

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

- Staff provide sharply focused support to children with special educational needs and/or disabilities and with other vulnerable learners. Staff gather and share information effectively with parents to ensure that they identify any development or learning delays at an early stage. They work closely with other professionals, such as physiotherapists and speech and language specialists, to ensure children achieve all they can during their time in the nursery.
- The development of children's ability to communicate confidently and express their ideas and emotions is at the heart of the nursery's well-planned curriculum. Staff ensure that children feel they are listened to and that their utterances and ideas are valued. They use a range of well-considered strategies, such as repetitive and engaging songs and rhymes, to constantly introduce children to new words and phrases. They encourage children to use their emerging language skills through, for example, careful questions, such as 'I wonder why?' or 'what do you think?'
- Leaders are ambitious to promote very high standards of care and learning through all their work. They are very good role models and create a warm and welcoming ethos valued by staff, parents and children. This is underpinned by rigorous procedures to fully understand and strengthen the quality of provision

and to support staff's professional development and their well-being effectively.

- Staff place great emphasis on promoting all aspects of children's personal development to ensure that they become confident and considerate learners. They work closely with parents, for example, to support babies' sleeping, eating and other routines to help them feel safe, refreshed and ready to learn. Older children are helped to name, understand and appreciate their different emotions through, for example, stimulating creative activities based on well-chosen books and stories.
- Staff help children to build their physical skills systematically and thoroughly as they progress through nursery. Children's fine motor skills and hand and arm control are constantly promoted. For example, babies learn to hold large hand-sized crayons and make simple marks. Older children use a wide range of fine and thick pens, crayons and chalks. They create giant flower pictures on the ground or finely detailed illustrations of their construction work or illustrations for the 'book of the week'. These skills strongly support their later letter formation development.
- Children develop their larger physical skills. For example, they learn to place one foot in front of another on the narrow balancing course they have planned and created. They push their friend around the garden on their bikes or toy cars. Staff take time to carefully show children how to improve their skills, whether cutting with scissors or balancing on one leg.
- Staff help children achieve high standards of behaviour and politeness. Children learn to share, to be patient and to take turns. They are proud to take on roles such as the 'line leader' as they prepare to go outside to play.
- Staff build long-lasting partnerships with parents, who are proud to recommend the nursery. Parents typically feel the leaders and staff create a 'caring and creative environment' and that they receive detailed, very regular feedback that helps support their children's further development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY286642
Local authority	Sheffield
Inspection number	10392349
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	63
Number of children on roll	94
Name of registered person	The Partnership of Dr Des Breen and Mrs Karen Breen
Registered person unique reference number	RP535302
Telephone number	0114 2309148
Date of previous inspection	16 August 2019

Information about this early years setting

Redmires Lodge registered in 2004 and is in Sheffield. The nursery employs 17 members of childcare staff. 16 hold an appropriate childcare qualification at level 2 or higher, including eight at level 3, one at level 5 and one at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery offers the government funded places for childcare and receives funding for disadvantaged children.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector and the manager completed a joint observation of children's learning experiences and evaluated the activity together.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children about their experiences as they played.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to several parents during the inspection and also took account of their written 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025