

# Hackenthorpe Hall Nursery

Hackenthorpe Hall, Main Street, Sheffield S12 4LB



<b>Inspection date</b>	7 September 2018
Previous inspection date	12 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The managers and their well-qualified staff share high expectations for children's enjoyment and achievement during their time in the nursery. Staff work well as a team to create an engaging and stimulating environment for all age groups.
- All groups of children achieve well during their time in the nursery. Children are prepared well for the next stage of their education. Staff work closely with parents and with other professionals to support children's achievement and address any gaps in their learning.
- Staff make good use of information from parents to accurately assess children's achievement when they first join the nursery. They carefully track children's progress over time to plan challenging activities built on children's interests and enthusiasms.
- Staff successfully help children to develop in independence, confidence and self-awareness. Children are well behaved and inquisitive.
- Staff strongly promote children's health and well-being. For example, children are involved in dental hygiene projects to help them understand the value of cleaning their teeth regularly.

### It is not yet outstanding because:

- Occasionally, the activities staff plan do not have a clear enough focus to ensure children make the best rates of progress.
- Staff do not consistently encourage children to think and respond for themselves.

## What the setting needs to do to improve further

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

- sharpen the planning and organisation of activities to ensure there is always clear focus to fully support children's achievement
- strengthen staff's teaching to more consistently encourage children to think and respond for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the management.
- The inspector spoke to children and staff.
- The inspector held meetings with the managers. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their written views.

**Inspector**  
Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

The procedures to observe and evaluate the quality of teaching and its impact on learning are good. The management team helps staff to take full advantage of training to improve the quality of the nursery's provision. This has strengthened, for example, support for children's development of healthy lifestyles and planning and assessment arrangements. Arrangements for safeguarding are effective. The designated safeguarding leader ensures staff are well trained in child protection procedures. She regularly tests their knowledge and understanding through spot checks, quizzes and staff meetings. Staff are deployed well and are vigilant indoors and outside.

### Quality of teaching, learning and assessment is good

The nursery has a strong focus on developing children's enjoyment of learning and promoting communication skills well overall. They provide lots of opportunities for children to listen to stories, songs and rhymes and follow the actions. They develop children's awareness of the world around them through imaginative activities based on their interests. For example, babies try various sensory experiences and begin to make choices when they handle different blends and colours of play dough and similar substances. Older children learn to blend, stir and mix substances to create buns and cakes in their muddy kitchen. Staff set high expectations for children to develop the skills they need for their early reading and writing. For example, older children identify their own name card and stick it to a chart at the start of the session.

### Personal development, behaviour and welfare are good

Children know their key person well and staff build good relationships with families. This contributes to the smooth start that children make in their educational experiences. Staff successfully help children to manage and improve their own behaviour and relationships. They help children develop their self-confidence and self-awareness. For example, they support children with regular and purposeful praise and guidance and show respect for their work through attractive displays around the rooms. Children learn to be increasingly independent and to make their own decisions and choices. Staff encourage children to contribute to a tidy and healthy environment. They provide a good variety of nutritious and balanced meals. They establish strong routines for children to wash their hands before eating and clean their teeth afterwards.

### Outcomes for children are good

All groups of children have positive attitudes to learning. Children are curious and persistent in their tasks. Children develop their mathematical and problem-solving skills. For example, they roll different coloured balls down a series of pipes to see which go the furthest. They extend their emerging physical skills. For example, babies learn to manipulate small toys and to pull themselves up on the furniture. Older children become increasingly confident in climbing, balancing and sliding on the climbing frames.

## Setting details

<b>Unique reference number</b>	300887
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10069722
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Hackenthorpe Hall Limited
<b>Registered person unique reference number</b>	RP908994
<b>Date of previous inspection</b>	12 November 2014
<b>Telephone number</b>	0114 2483737

Hackenthorpe Hall Nursery registered in 1999. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or higher, including 10 at level 3, two at level 4 one at level 5 and two at level 6. The nursery Monday to Friday from 7.30am until 6.30pm all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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