

Inspection of Highgate Day Nursery

225 Handsworth Road, Sheffield S13 9BH

Inspection date: 29 October 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff place a strong emphasis on supporting children's small-muscle development throughout the nursery. For example, babies use pencils and crayons to make marks on paper. They explore different textures, such as rice, foam and sand. Toddlers enjoy the sensory experience of dough as they squeeze, flatten and roll this material with their hands. They also use tools, such as dough cutters and rolling pins, to make different figures. Toddlers show their mathematical knowledge as they describe their shape as a rectangle.

Staff use words and actions consistently in all rooms to support children's early communication and language skills. They have a word of the week, such as 'soft' for babies, and use objects of reference to enhance this understanding.

All children, including those with special education needs and/or disabilities (SEND), show their positive attitude to learning through their enjoyment of play. Pre-school children demonstrate how they can listen intently to stories and respond accurately to questions asked of them. Staff cleverly encourage pre-school children to recall events from the book and to fill in missing words when they pause to read. They extend story time effectively. For example, pre-school children squeeze fresh oranges and mix other ingredients together to make potions. They use pipettes to transfer liquid and repeat words from the story, such as 'the truly magnificent broom'. Children develop the skills they will need for their move on to school.

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

- Staff offer a broad and varied curriculum for all children. Assessment is used well to identify any gaps in learning. However, during some focused activities for babies and toddlers, staff are less sure of learning intentions to build further on babies and toddlers' current good skills.
- The support for children with SEND is excellent. The team of special educational needs coordinators is highly knowledgeable and experienced. Children with SEND point to a letter in the book. They know they must make eye contact with staff before they will say the letter. Children with SEND smile as their intention is achieved and they move on to point to another letter. Leaders use funding very well to support children's individual learning needs.
- Staff form good working relationships with parents. They share information about healthy eating, safe sleeping and good bedtime routines. Staff support parents well with changes in their child's life. For example, they have recently introduced a 'dummy tree' to encourage children to leave their soother for the fairies to collect. The nursery holds a certification that recognises their commitment to promote children's health and safety in a holistic way.
- Leaders are reflective and passionate about their role. They show how they

appreciate staff's commitment to their job through employee of the month and staff appreciation days. Leaders consider staff's well-being and organise termly yoga sessions. They ensure that staff have regular team meetings, supervisions and appraisals to monitor their practice. However, systems used for coaching practice are not directly targeted for some staff to support them to enhance their practice further.

- Children gain an understanding of people, families and communities beyond their own. They learn about different languages, such as Hindi. Staff talk with children about special events and festivals in their life that may be different to their friends. They invite parents to make voice recordings of their first language for all children to hear. Staff support children who speak English as an additional language well.
- Staff consider children's physical development very well. They take children to the local park where they can learn how to safely challenge their own play. Staff also invite outside companies to come and engage children in exciting exercise sessions. Pre-school children show how they can listen and follow instructions. For example, they kick their heels, wiggle their fingers and take giant steps.
- Children's voices are heard in the nursery. For example, babies use visual clues to decide if they would like to listen to a story or sing. Staff sing songs and rhymes that support children's early understanding of number. They hold up their fingers to show three currant buns as well as picture cards. Babies learn how numbers decrease in size when one is taken away. Staff also use songs to help babies learn about their body and senses. For instance, babies touch their nose for smell and tongue for taste.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- enhance the support for staff to understand how to engage babies and toddlers more during focused activities to build on what they need to learn next
- continue to monitor staff's practice to enhance the already good quality of education to consistently benefit children further.

Setting details

Unique reference number	EY551206
Local authority	Sheffield
Inspection number	10367739
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	113
Number of children on roll	128
Name of registered person	Early Years Care & Education Ltd
Registered person unique reference number	RP551205
Telephone number	0114 2438884
Date of previous inspection	22 February 2019

Information about this early years setting

Highgate Day Nursery re-registered in 2017. The nursery employs 25 members of childcare staff. Of whom, 19 hold appropriate early years qualifications at level 2 and level 3 and six are unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The inspector spoke with the special educational needs coordinators about their roles and support for children with SEND.

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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