

# Osborne House Community Nursery

5 Minto Road, Sheffield, South Yorkshire S6 4GJ



**Inspection date** 9 August 2019  
Previous inspection date 9 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
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

### This provision is good

- The new manager is very focused and determined. She is well supported by her senior staff and the board of trustees, who share her high expectations. Staff work well as a team to create a welcoming environment for all children.
- Children achieve well during their time in the nursery and are well prepared for the next stage of their learning. Imaginative role-play activities, for example, support older children's development of the skills and knowledge they will need for starting school.
- The children's learning experiences are significantly enriched by the range of regular visits and frequent access to the outdoor area. For example, babies in their waterproof clothing love exploring their physical capacity when they play on rocking and climbing toys while singing 'Row, row, row your boat' in the rain.
- Staff work very closely with parents and with other professionals to support children's achievement and address any gaps in learning. They support children who speak English as an additional language to achieve well in their communication and literacy skills.
- 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 based securely on children's interests and enthusiasms. Parents speak highly of the provision, particularly the friendly and attentive staff, and would strongly recommend it.
- Staff are very good role models. They strongly and successfully encourage children to listen to others and politely consider their needs. Children are well behaved and keen to learn.
- On a few occasions, staff do not ensure effectively that all children who show an interest in adult-led activities are fully challenged and engaged.
- The books for children to read and enjoy are not always easily accessible.

## What the setting needs to do to improve further

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

- strengthen staff's teaching strategies to ensure they fully challenge and motivate all children who show an interest in adult-led activities
- improve the organisation of resources to make sure that children can easily access a wide range of stimulating reading books.

### 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 spoke to children and staff.
- The inspector completed joint observations with the manager and deputy manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

**Inspector**  
Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The designated safeguarding lead 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 out. The manager and her deputies regularly review the quality of teaching and learning, including closely analysing the achievement of all babies and children, and set challenging action plans for further development. They make good use of support from the local authority and a range of training opportunities. Parents' views are carefully considered and have, for instance, contributed to the development of mealtime menus. Staff form good links with other settings, which contribute to children's smooth transition to school.

### 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. They provide lots of opportunities for children to listen to stories, songs and rhymes and to follow the actions. They develop children's awareness of the world around them through imaginative activities based on their interests. For example, babies explore various sensory experiences, such as handling foam or playing in mud or sand. Staff set high expectations for children to develop the skills they need for their early reading and writing. They have many opportunities for mark making and use early number skills. Children love dressing up in the range of costumes, for instance as superheroes or fairy-tale characters.

### Personal development, behaviour and welfare are good

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 purposeful and positive 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. For example, at snack times the older children choose their snack and 'pay' for it with toy coins. Staff encourage children to contribute to a tidy and healthy environment. The nursery provides a wide variety of nutritious and balanced meals. They establish strong routines for children to wash their hands before eating and after they have used the toilet. Children learn to value and appreciate different views and cultures. For example, they participate in festivals such as Yorkshire Day or learn about Russian dolls and other toys from around the world.

### Outcomes for children are good

Children have positive attitudes to learning. Children are curious and persistent in their tasks. Children develop their mathematical and problem-solving skills. For example, children construct model vehicles from different junk materials, count the number of pairs of wheels and work out the best ways to create strong joints. Children's physical skills are developed well, including participating in regular yoga activities.

## Setting details

<b>Unique reference number</b>	300727
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10117575
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Osborne House Community Nursery Ltd
<b>Registered person unique reference number</b>	RP910354
<b>Date of previous inspection</b>	9 April 2015
<b>Telephone number</b>	0114 2491145

Osborne House Community Nursery registered in 1997. The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications at level 3 or higher, including two with early years professional status. The nursery is open each weekday, from 8am to 6pm, and is closed on bank holidays and between Christmas and the New Year. The nursery provides funded early education for three- and four-year-old children.

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