

# Brierley Field Children's Nursery

Brierley Fields, 42 Abbey Brook Drive, Sheffield S8 7UT



<b>Inspection date</b>	16 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable

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 enthusiastic manager sets a clear and positive direction for the nursery's future development. She is well supported by the nursery's owners and leads a well-qualified staff team with energy and purpose. As a consequence, the nursery is becoming increasingly popular and well established in the local community.
- All groups of children make good progress from their individual starting points throughout their time in nursery. They are well prepared for the next stage of their education, including starting school.
- Staff plan imaginative activities to engage children's curiosity and build on their interests. For example, babies learn about the sensory world around them when they explore many different fabrics or play in a mixture of cereals and grains. Older children learn about the natural world by observing caterpillars spin a chrysalis and turn into a butterfly.
- Staff keep children safe and secure. They create a warm and caring ethos where children are valued and respected. Children are taught to behave well and to consider the needs of others effectively.
- Staff work very closely with parents. Parents welcome the regular and detailed feedback they receive about their children's achievement. They appreciate the wide range of guidance and support staff offer to them.
- The manager does not make maximum use of the good range of first-hand information she gathers on staff's performance and its impact on children's achievement to raise the quality of teaching to even higher levels.
- Very occasionally, staff do not make full use of their knowledge of children's achievement to sharply identify key next steps in their learning.

## What the setting needs to do to improve further

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

- build on the use of all first-hand information on staff's performance to set challenging targets to further raise the quality of teaching
- strengthen the use of the good assessments of children's achievement to set well-considered and precise next steps for their future learning.

### 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 a joint observation with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views expressed in questionnaires.

#### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are deployed well to carefully supervise babies and children throughout the day. They ensure that children always play in a safe and secure environment. The manager makes certain that staff are well trained in current child protection procedures. She regularly tests their knowledge and understanding through discussions and quizzes. The manager is very reflective and takes good account of the views of staff and parents through regular discussions, questionnaires and meetings. Staff share the manager's ambition for all children to make strong progress and develop a love of learning. Staff take good advantage of training and opportunities to share new ideas to strengthen the quality of provision. This has had a positive impact, for example, on the teaching of early reading skills and support for children with special educational needs and/or disabilities.

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

Staff make good use of detailed information from parents to accurately assess children's individual starting points. They provide rich and varied activities to help children acquire the skills they need for their future learning. For example, they help children to make decisions about the toys they want to play with and choose songs and rhymes to sing together. Staff encourage children to recognise their own achievement and try hard. They frequently praise children's success and ask skilful questions to help children set new goals for themselves. For example, when older children arrange dry pasta shapes into a line of 10, staff ask them how many more they need to make 12. Staff consistently help children to extend their vocabulary and language skills. For example, they repeat new words that young children say and use them in simple sentences or phrases.

### Personal development, behaviour and welfare are good

Children know their key person well and are helped to build good relationships with all staff. This contributes to the smooth start that children make in their educational experiences. Staff successfully support children to develop their social skills and gain confidence in their own ability. They support children with regular and purposeful praise and guidance and show respect for their work through the attractive displays around the rooms. Staff encourage children to appreciate how to live healthily. They provide many opportunities for children to be physically active and to enjoy challenging themselves when they ride their tricycles and bicycles, for example. The nursery chef provides nutritious and well-balanced meals and caters well for allergies or cultural requirements. Parents comment that their children enjoy trying new taste experiences.

### Outcomes for children are good

Children count accurately to over 20. They recognise two-dimensional and some three-dimensional shapes. Children, including those who speak English as an additional language, strongly develop their ability to follow a conversation and make pertinent and interesting comments. Babies enjoy looking at a book together and turning the pages. Older children make particularly good progress in their early writing and reading skills.

## Setting details

<b>Unique reference number</b>	EY547605
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10101349
<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</b>	0 - 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Brierley Field Children's Nursery Limited
<b>Registered person unique reference number</b>	RP547604
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0114 438 1245

Brierley Field Children's Nursery registered in 2017. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or higher. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

