

# Inspection of Upsadaisy Nursery

551 Bellhouse Road, Sheffield S5 0ER

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Inspection date: 6 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children receive a warm welcome from staff who greet them at the nursery door. Staff speak to parents before taking children to their playroom. Staff provide a calm and nurturing environment. Children settle quickly with staff, who know them well and are attentive to their needs. Babies appear happy, safe and secure. They show they have strong bonds with key staff by approaching them for cuddles, for example, when they are tired. Older children are confident to explore the environment and show a positive attitude to learning.

There is a strong management team and the managers work hard to develop and support staff to provide high-quality care and learning opportunities to children and their families. Staff have high expectations for each child. They plan a curriculum based on children's interests and next steps in learning. Staff ensure that it is tailored to children's individual needs. Children make good progress from their starting points.

Staff are good role models. They help children to understand how to regulate their feelings and emotions. Staff provide positive praise to children and use a consistent approach to managing behaviour. For example, staff remind children to use kind hands, to share and take turns. Children who demonstrate more challenging behaviours are well supported by experienced staff.

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

- Children's developing independence is promoted. They enjoy making choices about their play. Staff follow children's ideas and overall extend their learning through their interactions. Children build a structure with large bricks in the outdoor area. Staff ask questions to support children's thinking. Children use their imaginations well as they lead the play. They talk about size and shape as they build. Staff introduce new language, such as stacking and connecting as children add more bricks to their structure.
- Children learn to keep themselves safe and staff support them to take controlled risks. During outdoor play, children ride balance bicycles down a ramp. Staff remind them to use their feet to control their speed and watch out for their friends. Children show good skills and an ability to move and weave at speed, demonstrating good spatial awareness.
- Staff organise small-group activities well. Younger children mould and shape play dough, chatting happily to staff about what they are doing. Routines which involve larger groups, such as the lunchtime session, run less smoothly. Children in the pre-school room who need extra support to de-escalate and manage their behaviour are supported well. However, this leaves other children with less support. This is because some staff focus on routine tasks, such as washing

dishes, instead of prioritising the care, support and experience of the children.

- The special educational needs coordinator uses her expertise and experience to support children who need extra help. She shares her knowledge with the staff to enhance their engagement with children so they can help them to reach their potential. Close working relationships with local schools and other professionals have been developed. This means children are well prepared for the move on to the next stage of their education.
- The management team has a clear vision for the future and is committed to providing a high-quality service. Some staff, however, are less skilled than others at supporting children through continual high-quality interactions. This means that children's learning is not always promoted to the highest level. Management and staff work together to evaluate the setting. There have been some recent staff changes which have had an impact on how the nursery operates. However, ongoing professional development is supported, staff morale is good and staff are motivated and happy.
- Children, including those who speak English as an additional language, are becoming confident communicators and readily talk with visitors. Staff are good role models. They use clear speech and repeat simple words and phrases to secure children's understanding. Staff also use small-group times and actions songs and rhymes to develop children's speech.
- Partnerships with parents are strong. Parents talk positively about their children's experiences and comment that their children have formed close bonds with staff. As a result, they feel that their children have settled quickly, become more confident and are making good progress.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment processes in place which help to ensure that all staff are suitable to work with children. Staff know what action they must take if they are concerned about a child's welfare. They understand the whistle-blowing procedures should they be concerned about a colleague's conduct. Staff know children and their families well. Furthermore, they have undertaken training to understand the impact of adverse childhood experiences. This helps them to identify when a child, or their family, requires additional support. The managers work effectively with other agencies to ensure that children and families receive any early help they may need.

## What does the setting need to do to improve?

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

- ensure staff maintain their focus on the care and experiences of children, instead of prioritising routine tasks

- continue to identify professional development opportunities so that all staff are able to support children and continually promote their learning through high-quality interactions.

## Setting details

<b>Unique reference number</b>	EY501481
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10314522
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Upsadaisy Ltd
<b>Registered person unique reference number</b>	RP535493
<b>Telephone number</b>	01142466650
<b>Date of previous inspection</b>	25 September 2019

## Information about this early years setting

Upsadaisy Nursery registered in 2016. The nursery employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 or higher, including two at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lindsay Dobson

## Inspection activities

- This was the first the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of the parents during the inspection.

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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