

Inspection of Maple Leaf Nursery

229 Cricket Inn Road, Sheffield S2 5AT

Inspection date: 13 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make a positive start to their learning in this warm and nurturing nursery. Staff help babies to build strong bonds with them and settle smoothly into nursery life. Children make good progress overall and are well prepared for the next stage of their learning, including starting school. Staff use their knowledge of children's interests and abilities well to develop their skills and understanding. For instance, babies learn to develop their fine hand movements as they squeeze and squash play dough and other tactile experiences. Older children confidently and independently use knives to cut fruit in their role play and at snack times or pick up small natural objects with pincers in their problem-solving activities. These skills help to support children's later writing experiences.

Children feel safe and are well cared for. They rise to staff's high expectations. Children behave well and show consideration towards others. For instance, three-year-old children thoughtfully work together to create a climbing structure to safely roll and balance on. Staff encourage two-year-old children to follow instructions from a picture recipe to mix their ingredients for 'pebble stew' in their mud kitchen. Parents and carers appreciate the strong support staff offer them to further prepare their children for learning, such as guidance on sleep and toilet training.

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

- Staff plan well overall to help children to build sequentially on their previous learning, particularly for their communication, personal and physical skills. However, occasionally, staff do not match learning precisely enough to children's abilities in order to fully enrich and support their learning. For example, they expect children to use writing skills they are not yet prepared for or use limited strategies to encourage children to use and remember new learning.
- The nursery supports children with special educational needs and/or disabilities and disadvantaged children well. Staff identify gaps in children's learning and development at an early stage and work closely with other professionals, such as speech therapists, to address them. They make good use of additional funding that children receive to support their learning through, for instance, enriching resources for their sensory development.
- Staff prioritise the development of children's communication skills. They make good use of well-chosen songs and rhymes to engage children in listening to and learning new words and phrases. Staff support early talkers to develop keywords to build simple phrases such as 'ready, steady, go' and 'one, two, three' as they climb and jump in their physical play.
- Staff encourage children to develop a love of books. They introduce children to a breadth of fiction, non-fiction and a wide range of songs and nursery rhymes that develop their language skills and knowledge of the world. For instance,

babies learn to handle books and turn pages as they explore the feel of different materials on every page. Staff encourage older children to choose and appreciate favourite stories and to understand the plot and characters as they listen.

- Staff promote children's good behaviour and personal development well. Staff encourage children to say 'please' and 'thank you' throughout their play and at healthy snack times. They support children to make decisions and persist in activities. Staff skilfully help children who find it hard to manage their emotions to learn to play with others and control their behaviour. For instance, they encourage them to follow simple routines through the use of pictures and sign language to reassure and build their confidence.
- Leaders are ambitious and focused on developing the nursery to fully enrich children's lives and prepare them for their future learning. They regularly evaluate their practice, taking account of the views of staff, parents and children. Leaders support staff to build their skills and knowledge through training focused on children's needs, such as building their communication skills. Staff's morale is high.
- Strong links with parents are integral to children's learning. Parents appreciate the warm and caring attitudes the staff show towards their children and themselves. They welcome the guidance they receive on supporting their children's learning at home.

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:

- match activities and support more accurately to children's needs and abilities to build consistently on their achievements.

Setting details

Unique reference number	2707986
Local authority	Sheffield
Inspection number	10380537
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	47
Name of registered person	Maple Leaf Nursery Limited
Registered person unique reference number	2707987
Telephone number	07879771352
Date of previous inspection	Not applicable

Information about this early years setting

Maple Leaf Nursery is located in Sheffield and registered in 2022. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and the week of Christmas. It employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including three staff at level 6. The nursery provides the government funded places for childcare and receives funding for disadvantaged children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector and the manager completed a joint observation of children's learning experiences and evaluated the activity together.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children about their experiences as they played.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025