

# Priory Family Centre

Inspection report for early years provision

---

**Unique reference number** 302819  
**Inspection date** 02/06/2010  
**Inspector** Lynn Rodgers

**Setting address** Priory Campus, Pontefract Road, Lundwood, Barnsley,  
South Yorkshire, S71 5PN  
**Telephone number** 01226 770619  
**Email** sarah.baker@barnados.org.uk  
**Type of setting** Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Priory Family Centre was registered in 1995. It is situated within the Priory Campus in Lundwood, in Barnsley. It is run by the Barnardos charity. The nursery within the family centre operates in two rooms and is open from 9am to 11.30am and 12.45pm to 3.15pm on Mondays, Tuesdays and Wednesdays throughout the year, except Christmas and bank holidays. The children have access to a secure enclosed outdoor play area. Local amenities are within walking distance.

The setting is registered to care for 15 children in the early years age range and there are currently 21 children on roll, of whom, four receive nursery education funding. Children attend from the local area. The nursery supports a small number of children with special educational needs and/or disabilities. The centre employs four members of staff to work directly with the children, of whom all hold appropriate early years qualifications. The setting is involved in a pilot scheme providing free early education for two-year-olds. The setting is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provider demonstrates a very good understanding of the settings strengths and areas for development, which effectively contributes to the ongoing improvement of the service. Each child's individual needs are met effectively and staff welcome them with warmth and kindness. The setting establishes all relevant information about the children and regularly updates this with the parents. The setting continually strives to improve the service it provides, and ensures self-evaluation is a true reflection of what they do, how they identify any improvements and the action taken to address them.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- consider re-organising daily routines to promote a more flexible access to the outdoor play area for children
- continue to further develop the system in place for self-evaluation.

## **The effectiveness of leadership and management of the early years provision**

The setting is proactive in the safeguarding of children. Staff take precautions to keep the children safe and have the necessary experience and training to do so. The comprehensive policy and procedures ensure staff are able to carry out their roles and responsibilities in accordance with the local authority guidelines. All relevant information is kept confidential and any concerns are dealt with

immediately, to ensure the welfare of the children. The system for carrying out risk assessment is robust, with all areas covered, including outings. Fire evacuation is regularly practised with all children, details are logged and fire fighting equipment is in place. The manager leads, supported by the team, and they have clear outcomes for the children. There are systems in place for the safe recruitment and vetting of staff and all relevant documentation is in place and reviewed periodically. Self-evaluation is in line with the organisations system, with the manager having overall responsibility for this. The setting is involved in the local authority's pilot scheme and is highly regarded in their report. The staff also evaluate through discussions with parents, asking for suggestions and ideas and welcoming any constructive comments about what they do. Ambition is embedded through developing ways to work more effectively with parents, to get them more involved in the setting and service, and to develop a speech and language programme. The setting has successfully addressed past recommendations and continues to reflect on practice. Resources are exceptionally deployed. The staff have extended the activities in the outdoor area, to enable children to gain a vast range of exciting and stimulating experiences, covering the six areas of learning. Indoor space is well organised and allows children the freedom to move around and choose what they want to do.

The effectiveness with which the setting promotes equality and diversity is good. There are staff who have designated responsibilities for diversity, and they carry out their roles effectively. Staff carry out home visits to create a comfortable atmosphere to gather all relevant information about the children and their families, and use this information to plan suitable activities and meet children's individual needs. The setting recognises children's differences and similarities and promotes positive role models for children. All children are welcomed, have access to all toys and resources and any children with disabilities or specific learning needs, are catered for. Partnerships with other carers and parents are excellent. Parents and other providers receive verbal and written communication, and take part in discussions about the children's progress and the transition into school and other nurseries. The close relationship with parents enables staff to meet children's individual needs accordingly, and all relevant information is shared. Staff are constantly updating and relaying information to them, and offer extended settling in periods as needed. Policies and procedures are shared with parents and they are familiar with the system for making a complaint. The staff are first aid trained, the setting has obtained relevant written permissions from parents and staff fully document children's attendances. The staff engage with children very well, they play and support them and encourage them in every way. Adult to child ratios are fully maintained at all times, with the manager being able to step in to cover emergencies. There is a supply list of selected and vetted staff, and a suitable contingency plan for absent staff.

## **The quality and standards of the early years provision and outcomes for children**

The environment is child friendly, clean, very well maintained and organised. The planning of children's activities is in line with the early Years learning goals and is tailored for groups and individual children. The children's starting points and next

steps are clearly identified and show a natural progression. Staff observe, assess and monitor the children to ensure their achievements are duly noted. Each child has a learning journey booklet and parents regularly see, and comment on this. Induction for new children is very effective with staff extending accompanied visits to enable children to be fully settled and happy. Physical development is fostered with children having access to everyday activities that enable them to become aware of their bodies and how they move. However, there are times when outdoor play is somewhat limited and not always a free-flow situation. Children are very creative, they draw, paint, use their imaginations and have access to toys and resources that enhance their creativeness. Children are learning to be sociable, share, take turns and show levels of kindness and concern. They listen and sit for periods of time, answer questions, relate what they do at home and previous experiences. The staff enforce acceptable levels of behaviour appropriately as they encourage and praise the children, and say when they have used good listening and talking skills. Children show confidence, independence, help to tidy up and be responsible for their own actions. The children respond to each other and adults, are very familiar with routines, and show and share things from home. Problem solving is very positive and children have a wide range of mathematical resources to help them to understand the concept of mathematics and work out things for themselves. They have many opportunities to explore and investigate. Knowledge and understanding of the world is enhanced through, building equipment, discussions about seasons and the weather, days of the week, and the months of the year. The children use tools for a purpose, some children can name the day, and they participate in topics surrounding healthy eating and other countries and festivals.

The staff are proactive in helping the children to feel safe. They discuss road safety, stranger danger, stray animals, what is dangerous in the outdoor play area, and support and supervise children at all times. The children know to tell staff if they are worried and report any spillages to them. The setting has more than adequate safety measures in place, and all visitors pass through reception and sign in and out. The setting focuses on the awareness of a healthy lifestyle, with the children given healthy and nutritious snacks and various forms of drinks, including water. Their dietary and religious requirements are met and adhered to. There are effective routines for children's personal hygiene, nappy changing, sleep and rest periods. Food hygiene is observed by staff and they follow the local authorities guidelines for the safe handling of food. The children are beginning to make a positive contribution as they learn how to behave well, respect each other and the adults who care for them, follow rules, and know right from wrong. They are taught good manners, sit together to eat and play harmoniously. The older children help the little ones, are kind, considerate and show feelings of concern for each other. Children are able to join in, make friends and respect each other taking into account their diverse needs and backgrounds. Skills for the future are developed gradually as children use age-appropriate technology and equipment. They show good keyboard skills and enjoy building models and access other forms of construction. They show enthusiasm, excitement, want to learn and are eager to please and are beginning to understand the wider world, demonstrated through their play and communications.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

