



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302828

DfES Number: 518478

INSPECTION DETAILS

Inspection Date 06/07/2004
Inspector Name Hilary Mary Mckenning

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cawthorne Childrens Centre
Setting Address Taylor Hill
Cawthorne
Barnsley
South Yorkshire
S75 4HB

REGISTERED PROVIDER DETAILS

Name The Committee of Cawthorne Childrens Centre 4577926
1098976

ORGANISATION DETAILS

Name Cawthorne Childrens Centre
Address Taylor Hill
Cawthorne
Barnsley
South Yorkshire
S75 4HB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Cawthorne Children's Centre has been registered since 1992.

It operates in a separate building within the grounds of Cawthorne Church of England in Cawthorne near Barnsley. The centre serves the local community and surrounding areas. The centre is open Monday to Friday, 9.05 to 11.35 and 12:55 to 15:35. Children attend a variety of sessions.

They are currently caring for 35 children, of these fifteen 3-year olds and fifteen 4-year olds are in receipt of nursery education funding. Children have access to outdoor play area.

The centre supports children with special needs and where English is an additional language. There are two members of staff and they hold a relevant childcare qualification. The centre receives support from the Local Authority.

How good is the Day Care?

Cawthorne Children's Centre provides a good standard of care for children.

A bright, child friendly and welcoming environment is created for children, and they have access to a balanced range of activities in all areas of learning. Children have many opportunities for freely chosen and cooperative play. However there are limited resources available that promote equality of opportunity and anti-discriminatory practice

Most policies and procedures and record keeping requirements, are understood by staff and implemented effectively; some procedures and documentation are not clearly established. Staff give priority to children's safety and well being. They raise children's awareness of risks in everyday activities, increasing their independence.

Children develop warm and trusting relationships with staff; they are encouraged to express their individuality and are happy, confident and secure. Staff know children well and they encourage children to be caring and co-operative, to share and take

turns; staff provide good role models and good behaviour is praised and reinforced.

An effective partnership is established with parents. Policies and procedures are displayed for parents to read. Parents get to know staff well, and are relaxed and comfortable in the centre. Ways to share children's progress with parents are not yet fully established. However, parents are encouraged to share information about their child so that individual needs can be met effectively.

What has improved since the last inspection?

not applicable

What is being done well?

- Sessions are well organised and staff are deployed effectively to interact with children and support their experiences; children enjoy both indoor and outdoor activities at each session.
- Health and safety policies and procedures are comprehensive, understood by staff, and implemented effectively. Staff give high priority to children's safety and well being, and children's awareness of risks is raised well.
- Children are settled, secure and confident within the child friendly environment; they enjoy a good variety of free play activities, and have opportunity to explore and use their imagination.
- Children behave well and develop good relationships with staff and other children; staff provide good role models, encouraging children to be caring and co-operative.

What needs to be improved?

- children's access to resources that reflect equal opportunities
- information for parents regarding the provision including information about how to complain
- the Child Protection Procedure, to include the procedure to be followed if an allegation of child abuse is made against a member of staff.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
12	Consider providing parents with information regarding the provision that includes the complaints procedure and the role of Ofsted where any concerns cannot be resolved directly with the provider.
13	Review Child Protection procedures to include detail of the procedure to be followed if an allegation of child abuse is made against a member of staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children are making generally good progress. They are making very good progress in physical development and generally good progress in personal, social and emotional development, creative development, communication, language and literacy, mathematical development, and understanding and knowledge of the world. Children feel safe and secure in a warm, homely environment and enjoy a range of activities each session.

Quality of Teaching is generally good. Staff have relevant early years qualifications. They interact well with the children however they need to further develop their understanding of the early learning goals and plan opportunities that challenge more able children. Observation and assessment of children's progress is not used effectively within either planned or freely chosen activities. Staff relate warmly with children and use the accommodation and resources well to provide a child friendly and supportive environment. They create clear boundaries for behaviour and children are able to use their initiative when selecting from activities made available to them, although they have insufficient opportunity to select tools and resources independently to explore and develop their own ideas.

Leadership and management is generally good. There is commitment to staff development; staff meet regularly as a team, and staff appraisal informs access to training. They are valued and share an understanding towards positive early years practice and a desire to improve the quality of children's care and education.

Partnership with parents is generally good. They have access to their child's assessment records on request. Parents relate comfortably with staff and are well informed about policies and procedures, however they have insufficient information about the educational programme and their child's progress. Children's work is attractively displayed and parents are involved in their children's learning.

What is being done well?

- Children are encouraged to make choices and plan their own play; they use and enjoy the bright and child friendly play environment with independence and enthusiasm.
- The accommodation is used well to provide a good variety of different experiences in all areas of learning at each session, both indoors and out; the routines are relaxed and child-led.
- Children behave well and have a clear understanding of expectations and routines; they are confident and sociable, and have caring relationships with each other and with staff.
- Staff reinforce some learning well within everyday routines, like counting, colours, shapes and sounds.

What needs to be improved?

- staff knowledge and understanding of the early learning goals and the stepping stones, which is currently limiting the range and appropriateness of planned activities, and challenge within them
- curriculum planning, so that opportunities are planned in all areas of learning and it is clear what children are intended to learn, based on staff awareness of the stepping stones
- observation and assessment of children to support and enable effective planning for their individual learning, progress and challenge
- organisation of the environment, so that children can access and select a variety of media, materials, tools and resources more freely to support their own play ideas, increasing independence and creativity.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children choose their own play from a range of activities made available to them, however, there is limited opportunity to build on their skills, ask questions and talk about their work. Children use their initiative and independence to develop their own ideas. They behave well, share and take turns. They cooperate together to tidy away toys. They understand expectations and routines, and show awareness of the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident; they interact and share experiences with staff and other children, using language well to describe and recall. They enjoy listening to stories and use books carefully; they are learning to recognise letters and sounds, and practise writing their name. However, they do not often experiment with writing for different purposes, as part of role play. They recognise their name and older children know the name and sound of most letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to ten and beyond, and recognise some numbers. They know the names of common shapes, and some children use size, positional and comparative language with understanding in construction, sorting activity and water play. There are limited opportunities to solve problems, to think about mathematical language, and to explore and consolidate their understanding of number in practical situations in the everyday environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good imagination. They examine objects and use appropriate senses with interest. They have a good sense of time and talk confidently about experiences in their own lives and learn about the lives of others. Children operate simple equipment, build with a range of tools and resources and have an awareness of their own and other cultures. They have limited access to resources and tools which allow them to investigate and explore their own design and construction ideas.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have well planned opportunities to experiment with movement. They use huge, giant strides, balance, hop and skip, and slither through the tunnel. They practice kicking and catching, scooting and pedalling. They climb and jump, using large equipment safely. They develop fine motor control when they paint, practice writing, funnel and pouring water, construct and use tools carefully to make models. They understand the importance of good hygiene and taking care of their bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children express their own ideas through imaginative role play. They explore colour and texture in painting, and using materials in collage. They need to access and explore a wider range of media and materials, including songs, music and dance, to allow them to respond to experiences and communicate their own ideas, thoughts and feelings in more varied ways. They are imaginative and creative in role play situations, retelling familiar stories.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase staff knowledge and understanding of the early learning goals and stepping stones, and develop a curriculum planning process, which clearly demonstrates how children's progress towards the early learning goals will be supported.
- Develop ways to observe and assess children's progress, and show how planning of activities will meet the individual needs of all children and provide appropriate challenge and support for more able children.
- Review the organisation of the environment so that children can access and select varied media, materials, tools and resources more freely to support their own play, increasing independence, and opportunity to explore and develop their own ideas.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.