

# Cortonwood Children's Centre

Inspection report for early years provision

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EY391228

**Inspection date**

04/07/2011

**Inspector**

Hilary McKenning

**Setting address**

Cortonwood Cp School, Chapel Avenue, Brampton,  
BARNSELY, South Yorkshire, S73 0XH

**Telephone number**

01709336340

**Email**

julie.o'connell@rotherham.gov.uk

**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Cortonwood Children's Centre Smarties Playgroup was registered in 2009. The centre is managed by the school and provides an integral element of the school's Early Years Foundation Stage provision. Children attend for a variety of sessions and are from the local area. The centre is based in the school grounds and has disabled access. A family support worker and an outreach worker are also based there. They provide a range of services for parents and children, including 'Stay and Play' sessions, 'Bumps and Babies', 'Tricks and Tumbles' and baby massage. A community nurse provides a breastfeeding drop in session for new mothers and a childminding network group also meets in the centre.

The centre playgroup is registered on the Early Years Register and may care for a maximum of 24 children at any one time. There are currently 28 children on roll. Sessions are offered each day from 9am to 3pm and include a variety of sessions to extend the flexible provision for Early Years Foundation Stage children. There are three staff members employed to work directly with the children, two of whom hold an appropriate early years qualification and one who is working towards it. Staff recently completed the 'Basic Skills' quality assurance scheme quality mark. A lead teacher is based in the centre to support the playgroup and develop staff practice. The lead teacher also provides support for a range of private and voluntary settings in the Rotherham area to deliver the Early Years Foundation Stage.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is an effective partnership with parents overall as staff take time to develop a good understanding of children's individual needs and, as a result, inclusive practice is promoted successfully. Staff work closely with other providers to encourage and promote children's learning and development. Children's sense of belonging is fostered well through the warm, welcoming surroundings where they feel very secure and confident to initiate their own play. Observations are routinely completed with all children and show they are making good progress in their learning in a supportive and stimulating environment. All required documentation is in place and generally maintained appropriately. The systems in place for monitoring the provision are effective and promote continuous improvement well; therefore the outcomes for children are positive.

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

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

- review regularly policies and procedures to ensure they reflect current information

- develop further strategies to engage all parents in their children's learning

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

The provider has a very clear understanding of safeguarding children and has completed several, relevant training courses. Staff are confident to follow the process for reporting and recording any concerns they may have about a child in their care. There is a comprehensive selection of policies and procedures, which contribute to the operation of the service and welfare of the children. These are shared with parents, although, they are not regularly reviewed. There is a clear vetting process in place for all adults in contact with children and all documentation is stored securely. There is a clear system in place for making a complaint and parents have been informed about this procedure.

Children are introduced to safety and how to keep themselves safe, for example, staff explain why rules are needed and all children are involved in regular fire drills. Children are encouraged to think about road safety through topics and themes. Comprehensive risk assessments are completed for both the indoor and outdoor play areas ensuring hazards are minimised. The staff take their lead from children and involve them in the planning of activities and the development of the outdoor play area. The provider demonstrates that they are effective in making necessary improvements and involve staff in the self-evaluation process. This enables the playgroup to continually improve their childcare practice.

The provider has a good understanding of the Early Years Foundation Stage framework and is using the assessments of children's achievements to assess their starting points and inform planning for the next steps in their development. There are good, established links with other local providers of the Early Years Foundation Stage and regular visits are encouraged. There is an established positive relationship between staff, children and their parents. Communication with parents is good and information is regularly shared with parents through the notice board, newsletters and daily feedback to keep them up to date about the care of their children. Parents are invited to contribute towards their child's learning. Most parents are involved in this process and share observations of their child's achievements at home. Policies and procedures are displayed on the notice board and copies are available for parents.

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

Children's welfare, learning and development are promoted effectively. There are plans in place that focus on children's individual interests and provide challenge and stimulation to promote their learning and development well. Children are forming positive relationships and readily involve their friends and adults in their play, for example, asking them to help look for the buried treasure whilst dressed as pirates. Children explain and give clear direction as they use the compass to point their way around the play area.

Children make recognisable marks and are learning to recognise familiar words, such as their name, as part of the self registration system. They frequently look at books and listen to stories and excitedly join in their favourite parts of a popular story about a shark. Children receive praise and encouragement as they achieve a task and for trying, which supports their well-being effectively. Children are learning about size and shape as they fill different types of containers in the sand. They are challenged effectively as they balance and climb on the large play equipment. They use appropriate mathematical and positional language such as long, under, top and bottom, supported by effective questioning from the staff. Children operate equipment skilfully, developing skills for the future as they confidently change the music on the music player and use the microphone to sing along to their favourite songs. Children enjoy exploring the play dough. They make small shapes and fit them into cases. They proudly show the flowers and herbs they have planted in their raised beds in the outdoor play area, showing a good awareness of the world around them.

Children learn about keeping safe through topics and activities. For example, they listen to stories about road safety and visitors explain how to cross the road safely, which they then practise in their outdoor role play. Staff work closely with parents and other professionals to ensure specific health and dietary needs are met effectively. Children are encouraged to follow good hand washing routines within play area at appropriate times. Children thoroughly enjoy fresh fruit snacks and readily access drinks throughout the session. There are suitable systems in place to deal with accidents involving children and all written parental permissions are in place.

Children's behaviour is effectively managed and positive encouragement means they behave well showing kindness and consideration towards each other. There are suitable methods in place to deal with unacceptable behaviour, such as distraction and re-direction. Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through seeing good examples in activities and using a broad range of resources. They are beginning to appreciate that they live in a multi-cultural society and they take part in festivals and celebrations.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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### 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

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