

Cawthorne Children's Centre

Taylor Hill, Cawthorne, Barnsley, South Yorkshire, S75 4HB

Inspection date	24/05/2013
Previous inspection date	10/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The indoor and outdoor areas are rich with opportunities for learning. They are thoughtfully planned to allow children to explore and investigate, as a result, they develop considerable confidence as learners.
- Children flourish in the safe, extremely welcoming and inclusive environment. They settle extremely well, show high levels of confidence and are highly motivated to learn.
- Children's transitions between home and the centre, other rooms and school are very well managed. As a result, children form extremely good relationships with each other and members of staff.
- Parents are kept extremely well-informed about their child's progress which enables them to effectively continue their child's learning at home.
- Very effective systems are in place to reflect on practice and make changes when improvements are identified. The whole staff team are dedicated to continuously improving the service that they provide for children.

It is not yet outstanding because

- Identified next steps in children's learning records are not always clearly aligned to the areas of learning. This may occasionally result in planned activities which follow children's interests, but are not precisely focused on the learning intention.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three play rooms and the outdoor learning environment.
- The inspector held meetings with the management team and spoke to staff and children during the inspection.
- The inspector took account of the views of parents spoken to on the day and the views provided in written form.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the centre's self-evaluation, supporting documents, improvement plans and children's development files.

Inspector

Catherine Mather

Full Report

Information about the setting

The Cawthorne Children's Centre was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a separate building in the grounds of Cawthorne Church of England School, in the Cawthorne area of Barnsley. It is run by a management team, governed and supported by a group of professional trustees. The centre serves the local area and is accessible to all children. There are several enclosed areas available for outdoor play. The centre also offers before and after school care and a holiday club.

The centre employs 23 members of child care staff. All of whom hold appropriate early years qualifications at level 3 and above, including one with an early years degree. The centre opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 124 children on roll, 94 of whom are in the early years age group. The centre provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- consider the next stages of children's development to ensure there is a consistent, clearer connection to an area of learning, in order to focus more effectively on 'what next' for each child.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have an in-depth understanding of the Statutory Framework for the Early Years Foundation Stage and use this very well to support children in their learning. All staff respond extremely well to children's individual needs and interests, and guide their development through positive interaction. As a result, children thoroughly enjoy the time they spend at the centre and are confident, show high levels of involvement and are motivated to learn. For example, children use a digital camera to take photographs of their friends and favourite things. They approach staff when it stops working and staff thoughtfully question children, helping them to use their problem solving skills. This sustained shared thinking helps children to be actively involved in learning, as they discover how the camera works and what they can do when the memory card is full.

Staff are highly skilled and ensure each area of learning and development is implemented through planned, purposeful play and an effective mix of adult-led and child-initiated activities. For example, in the toddler room, small group activities are provided which help children to learn to distinguish differences in textures. They explore dried oats and rice using a range of resources, such as bowls, mirror trays and scoops. This supports their developing expressive language skills as they respond to different textures. Babies also have opportunities for creative and sensory play as they explore a large play tray filled with flour. They have tremendous fun using their whole bodies to move the flour, excitedly clapping their hands and stretching freely on their tummies.

The overall quality of teaching is strong, with some aspects moving towards outstanding practice. Staff have a deep understanding of child development and how to effectively manage young children's learning. They quickly identify any gaps in learning because progress is accurately tracked on a monthly basis. As a result, all children make good progress in their learning and are well prepared for the next steps in their learning. Children with special educational needs and/or disabilities are equally well supported and make rapid progress based on their starting points. This is because the special educational needs coordinator, staff and other professionals meet their learning and development needs very well.

Children's communication, language and literacy skills are significantly enhanced because staff provide them with innovative experiences which actively contribute towards these skills. For example, children use hand held recordable devices to hear themselves and others talking. These are also used exceptionally well with children who speak English as an additional language. Parents are encouraged to use these to record individual words or short phrases, which helps the staff to pronounce words correctly. As a result, children have opportunities to express themselves in their home language some of the time. Children are extremely well supported in acquiring early reading skills. The indoor and outdoor environment is rich in print and children learn about words by looking at names, signs and posters. Children whose home language is not English are equally well supported as photographs and pictures displayed reflect their family backgrounds.

Assessment is mainly effective and all staff make accurate observations and plan for individual children's learning and development needs. Children have individual learning and development files which contain photographs, observations, tracking documents, samples of their work and detailed written assessments. All staff use the guidance document, 'Development Matters in the Early Years Foundation Stage' and identify next steps in learning for each child. However, records are not always clearly aligned to the areas of learning. This may occasionally result in planned activities which follow children's interests, but are not precisely focused on the learning intention. Children's learning at home is given utmost priority and parents demonstrate a high regard for the staff and practice within the centre. They are extremely well informed of, and included in, children's learning. They know that it is important to be able to extend and continue learning at home. This is because they are provided with information and suggestions about activities that will help their children's learning and development. Consequently, this builds on what parents know and already do with their child, and supports their confidence and knowledge in how to extend and strengthen the early home learning environment. Parents

say that they have full confidence in the way that transitions are managed. Their children move on to the next room happily and confidently. This is because the centre has effective transition procedures in place for children, including those moving on to school. They pass on children's progress records to their schools and welcome visits from reception class teachers. As a result, all children have a secure foundation for their future learning and development which ensures that they are very well prepared for school.

The contribution of the early years provision to the well-being of children

Children show they are happy and settled when they snuggle into their key person and quickly fall asleep. In the baby room extremely good care practices makes babies feel very secure and loved. Adults hold children close when rocking them to sleep, they tap them gently and sing to them quietly. As a result, young children develop a strong sense of security, and clearly feel reassured and cared for. Throughout the centre children are very settled and secure. There is a highly effective key person approach which makes them feel safe and ensures a strong sense of belonging.

Children are developing very good independence skills in their personal care needs. For example, they understand the need for hand washing before snack and meal times. They help to prepare and organise snacks, serve their own meals and pour their own drinks and tidy away afterwards. Staff are positive role models and provide a calm and caring environment. Children learn to share, take turns and consider the needs of others as they play. Children are sensitively supported and are praised for both effort and achievement, thus, their self-esteem is effectively promoted.

Staff are vigilant about safety, risk assessment are completed for all areas of the centre. Older children learn how to look for potential hazards in the garden and discuss these with staff. For example, they notice a slope is becoming muddy in the rain and remind each other to 'slow down' in case they slip. This means that their awareness of how to keep themselves safe is developing well. Visits are also organised from the police, fire and school crossing patrol officers to talk to the children about safety issues. As a result, children are developing extremely good knowledge and understanding of safety issues.

Children take part in a wealth of indoor and outdoor experiences, such as weekly music and movement sessions, which enhances their physical development as they use scarves, streamers and musical instruments. They visit the centre's sensory garden where they enjoy tending to flowers and fruit and vegetables. Children harvest these, consequently, they learn about planting and growing and the food chain.

A wealth of good quality information is shared between parents and staff. This helps to ensure continuity in children's emotional and physical well-being. Children are equally well supported when making transitions within the different rooms at the centre and into the adjacent primary school and other local schools. They make visits with their key person, and detailed assessments of learning and development are shared. This means that communication between the centre practitioners, school staff and families effectively

supports children as they begin the next stage in their learning.

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

Children's welfare is extremely well supported by strong leadership and management, alongside a highly committed staff team. Safeguarding policies and procedures, such as child protection, risk assessment and behaviour management, are rigorously implemented. Leadership and management is very strong, managers consistently and successfully strive towards improvement. Since the last inspection, the new management team have put in place very effective methods to monitor all aspects of the centre's provision, including the educational programmes. This means that children now benefit from high quality provision that ensures they are making good progress in relation to their starting points at entry. There are effective strategies in place to evaluate and continually develop practice. This is because the process of self-evaluation is robust and very well documented. It focuses on the impact of teaching on children's learning and demonstrates the strong emphasis placed on raising standards and promoting high levels of achievement for all children. Strengths and weaknesses are clearly identified and all staff are involved in producing action plans to secure continuous improvement. Effective staff supervisions are in place, based on self-appraisals and individual discussions with the manager. The manager regularly observes staff to ensure their practice is of good quality at all times. As a result of this, strengths and weakness of practice are quickly identified, staff are supported through professional development training and the quality of teaching and learning within this vibrant children's centre is very effectively enhanced.

Staff are proactive in ensuring children's safety is maintained. They have very good knowledge and understanding of how to protect children in their care. All staff know how to make a referral should they have a concern about a child. They also have secure knowledge about how to follow the 'whistle blowing' policy should they need to. The highly effective management team have a deep understanding of their responsibilities in meeting the learning and development requirements and the safeguarding and welfare requirements. They have a very good understanding of the centre's strengths and areas for development. The extremely close monitoring of children's progress helps them successfully identify any gaps in children's learning. Staff work closely with external professionals to support children with additional needs and have established strong links with the local schools.

All recommendations from the last inspection have been very effectively addressed. Policies and procedures are regularly reviewed and recruitment procedures are extremely robust, with careful checks undertaken to make sure staff are suitable to work with children. Furthermore, thorough induction and a system of supervision and appraisals ensure staff's continuing suitability. Parents report that they are extremely happy with the centre and they appreciate the care their children receive and feel welcome at all times.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	302828
Local authority	Barnsley
Inspection number	914187
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	124
Name of provider	Cawthorne Children's Centre
Date of previous inspection	10/08/2009
Telephone number	01226 792 852

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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