

Sidcop Road Community Nursery

Sidcop Road Community Centre, Sidcop Road, Cudworth, Barnsley, South Yorkshire, S72 8TQ

Inspection date

04/06/2013

Previous inspection date

10/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Practitioners understand the arrangements for safeguarding and are confident in their convictions that they will be able to implement them effectively. This ensures children are safeguarded.
- There is a good overview of the curriculum and educational programmes are well monitored. Assessments are accurate and next steps are clearly identified and planned for. This ensures children are well challenged and continue to make good progress compared to their starting points.
- The provision is fully committed to working with parents and other professionals. This means that appropriate support is sought, and makes a good contribution towards meeting children's individual needs.

It is not yet outstanding because

- The use of sustained shared thinking has scope to improve to help children extend their learning.
- Occasionally space does not fully support free movement for children in the baby room.

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 all playrooms and the outside learning environment.
- The inspector held meetings with the nominated person and registered individual.
- The inspector looked at children's assessment records, and individual learning plans, and carried out a joint observation with the manager.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's evaluation document and improvement plan.
- The inspector checked records of accidents, the security of the building and actions taken following risk assessments.
- The inspector took account of the views of parents and carers spoken to on the day, and held discussions with children.

Inspector

June Rice

Full Report

Information about the setting

Sidcop Road Community Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is managed by a voluntary management committee. It is situated within Sidcop Road Community Centre in Cudworth, Barnsley. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including one at degree level, two at level 6, and one with Early Years Professional Status. The nursery opens Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

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

- model sustained shared thinking by clarifying ideas with children, and asking open questions to further support and extend their thinking
- plan space to enable less mobile children to move more freely.

Inspection judgements

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

There is a good balance of adult-led and child-led play activities that are well planned, purposeful and developmentally appropriate. When planning activities and play opportunities practitioners take full account of children's individual learning needs. Practitioners regularly observe and analyse children's progress. They are efficient at identifying the correct development bands that children are working within, and their next steps in learning. As a result, they make good progress in all seven areas of learning, and this prepares them for school.

Practitioners are committed to supporting the development of children's personal, social

and emotional skills, physical skills, and communication and language. This helps children make the best progress they can relative to their starting points and helps them get ready for school. The systems in place very effectively promote partnerships with parents and other early years providers. Parents contribute to their children's progress records by sharing what their children are learning at home. They know who their child's key person is, and regularly discuss their child's development. This helps them to support their children's learning at home and continued progress towards the early learning goals.

Children find the environment interesting and they are appropriately challenged which helps them to continue to make good progress. The practitioners understand how children learn and the majority of practitioners model the use of sustained shared thinking well. For example, when children are experimenting with sand practitioners use open questions to encourage them to think and talk about what they doing, what will happen, and what they can see. They skilfully bring in colour, shape and talk about empty and full. Consequently, children are learning to think, and they are extending their communication and language skills. However, there is scope to improve, as the less experienced practitioners are occasionally not as effective in their use of open questions. This means that on rare occasions there are missed opportunities to extend children's thinking.

Children who speak English as an additional language are supported by practitioners who liaise effectively with parents about the use of their first language in the setting. Parents are encouraged to bring children's familiar stories in their first language for staff to use, and provide simple words and phrases that staff can use with their children. This helps children to recognise their own uniqueness and feel valued. Young children cuddle into their key person when they are tired, and look for them when they wake. They are happy and settled in their environment which offers a wide range of experiences. They enjoy exploring treasure baskets, make marks with paint, and enjoy fresh air when using the outside play area where they learn to fix large building blocks together, open and close windows in the playhouse, and throw balls. However, toys dropped by babies very occasionally prevent those less steady from moving more freely.

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

Good health and well-being is well promoted through effective planning that ensures children benefit from free access to a well-equipped indoor and outdoor environment. The outdoor equipment promotes children's physical well-being and their enthusiasm for fresh air by being interesting and challenging. Children learn to manage risks through their use of equipment outside that invites them to negotiate steps, climb and learn to balance. They learn to use one handed tools, such as knives and scissors safely. This helps children behave in ways that are safe for themselves and others. Practitioners are good role models and talk to each other with respect. They gently remind children not to throw, to be careful when running and encourage them to share and take turns. Consequently, children are very well behaved and have a respect for each other. Children are provided with a healthy balanced diet that takes account of specific dietary needs and include a combination of lots of fresh fruit and vegetables, and hot meals that are freshly prepared. Good hygiene practices are well implemented with children washing and drying their hands thoroughly before meals and snacks, and after using the toilet. An exclusion policy

is implemented for children who are infectious helps to protect others. Children are very well behaved and confident. They move freely within an environment where they independently select resources and activities that interest them and motivated to learn.

The key person system is well embedded, and the information that practitioners obtain from parents is informative about what their children can do, as well as their individual care needs. The settling in process is particularly well managed; it is flexible and support parents and children. This ensures that onward transitions, such as from home into the setting, are well managed. Parents and children develop the confidence to separate, and this helps children to settle quickly. Children show through their body language that they are happy, safe and secure. When asked, they name, or point to a member of staff they would go to if they were upset. Children who are tired seek out their key person for a cuddle and are comforted while they go to sleep. This shows children have built trusting relationships with adults. Practitioners have established firm links with other early years settings children attend. For example, assessments of children's progress are shared and teachers visit the setting to observe children. Practitioners from the setting visit the schools with children to help them become familiar with the new environment. This promotes and supports children's transition into school, and helps teachers develop an understanding of what children can do on entry.

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

This inspection has been brought forward following a complaint. Although the incident did occur, action was taken to ensure that such an incident will not happen again. For example, following a thorough and robust risk assessment, the supervision of children removing coats from the coat rack was improved. This ensures that they are very unlikely to pull the coat rack over in future. This demonstrates that there is a commitment to improving the safety and well-being of children. The manager works closely with her practitioners and the local authority to help identify priorities for improvement. The manager has reflected critically on the safety of the environment, the quality of teaching, and the curriculum. For example, the security of the building is highly effective in ensuring that no-one is able to enter the building unnoticed, or unchallenged. This has vastly improved children's safety.

Practitioners are well supported in continuing their professional development and continue to attend appropriate training. Their performance and its impact on children's learning is regularly monitored and supervision meetings and yearly reviews are carried out. This ensures that practitioners are mentored well and continue to improve their knowledge and understanding of children's development. For example, the manager has identified that there is scope to improve some practitioners' use of open questions. Consequently, the manager has begun to utilise the skills of more experienced practitioners by using them to role model good practice. However, this is not yet fully embedded and remains an area for improvement.

Practitioners demonstrate a good understanding of child protection and are confident in their ability to implement procedures effectively in order to protect children. Recruitment

procedures ensure that all practitioners working with children are suitable to do so. All required documentation is in place and include procedures to be implemented in the event of lost, uncollected children and safeguarding. Robust risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. Accidents are clearly recorded and analysed. They identify any actions that have been taken to reduce risks to children. This helps to ensure children's safety. Good partnership working with children's parents has been developed. This has resulted in parents being fully included in their children's learning. For example, they contribute to their children's learning journals. Practitioners liaise closely with a wide range of professionals and work with them in order to support children and their families who need it. This ensures that additional support is sought. Consequently, this improves children's learning and helps continued good progress towards the early learning goals according to their starting points.

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	EY242067
Local authority	Barnsley
Inspection number	921009
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	68
Name of provider	Sidcop Road Community Group Committee
Date of previous inspection	10/05/2011
Telephone number	01226 717312

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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