

Kendray & Worsborough Sure Start Sunnybank Children's Centre

Sunnybank Childrens Centre, Overdale Avenue, Worsbrough, BARNSELEY, South Yorkshire, S70 4BD

Inspection date	25/07/2013
Previous inspection date	16/08/2011

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

- Children make good progress because they are provided with a wide variety of challenging activities that are informed by their interests.
- Staff interaction is very positive and enables children to feel settled and happy while at the nursery.
- Staff effectively promote children's language and communication skills as they talk through activities and comment on what is taking place. As a result, children are willing to express themselves and become skilful communicators.
- Children's development and progress is fully supported through effective partnerships with other professionals, parents and carers.

It is not yet outstanding because

- There is room to provide more opportunities for children to use their home languages as part of the everyday routine to help them feel even more valued.
- Children's progress in literacy is not always prompted as effectively as possible because the outdoor environment lacks a variety of print to support their early reading skills.

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.

Inspection activities

- The inspector observed activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of a planned activity in the outdoor pre-school area.
- The inspector held meetings and observed practice with the managers of the nursery.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and as recorded in their written feedback to the nursery.

Inspector

Tara Street

Full Report

Information about the setting

Kendray & Worsborough Sure Start Sunnybank Children's Centre was registered in 2005 and is on the Early Years Register. The nursery is located in a purpose-built children's centre situated in the Bank End area of Barnsley, and is managed by Barnsley Metropolitan Borough Council. The nursery serves the local area and is accessible to all children. It operates from one large room, which is divided into separate areas for the ages of the children attending and there is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, one holds Qualified Teacher Status, one holds Early Years Professional Status, three hold a foundation degree in early years, nine hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm, excluding bank holidays. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery 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 educational 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:

- extend opportunities for children whose home language is other than English to use that language throughout the day in order to enhance how they feel valued

- extend further the provision for literacy by creating an outdoor environment that is rich in print where children can learn about words, for example, by using names, signs, posters and word banks.

Inspection judgements

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

Staff and managers are secure in their knowledge of the Early Years Foundation Stage, which enables them to provide a range of interesting and challenging activities for all children. As a result, babies, toddlers and older children are well supported in the prime areas of learning and, therefore, best prepared for the next stage in their development. Through individual planning and a clear identification of children's next steps, they make

good progress in their learning and development, considering their starting point, age and capabilities. Staff complete detailed observations and assessments on children's learning and consistently track their progress across all of the seven areas of learning. Consequently, planning fully reflects their individual needs, in order that they continue to make good progress and any gaps in their development are closing. Staff have high expectations for the children and work closely with parents on the planning and assessment of each child's needs, particularly when they first start at the nursery. For example, parents of babies are encouraged to share their memorable moments from home and parents of older children share and contribute to their regular summary report and 'progress check at age two'. This provides a consistent approach and encourages parents to continue some learning activities at home. Children with special educational needs and/or disabilities are effectively supported. Staff work closely with their parents and other agencies, such as speech and language therapists, to ensure they receive tailored individual support. Therefore, children make good progress and develop the skills necessary for their future learning, such as moving on to school.

A well-organised balance of adult-led and child-initiated play means that children are very interested and engaged. Consequently, their learning is progressed. Babies and toddlers are gently encouraged to explore their environment because a variety of toys, soft play and natural materials are located around the room to promote crawling, rolling and climbing. They are encouraged to use their senses when exploring different textures, such as gloop, paint, water, baked beans and bubble water. As a result, children are appropriately engaged and interested in their play. All children are becoming independent as they choose all their own resources, what they want to do and what they want to play with, while at the nursery. Older children manage their personal needs well as they put on and take off their coats as they get ready to play in the ball pool or to go outside. A range of resources, which allows writing on the move and provides opportunities to develop writing skills outside, such as free painting with water and brushes, engages those more reluctant writers. As a result, older children are progressing well from making simple marks and patterns to forming recognisable words and letters. However, there is very little print in the outdoor environment. For example, names, signs, posters and word banks, for children to learn to recognise familiar letters and develop further the skills they need for reading. Staff develop young children's communication and language skills effectively as they sit together and discuss the different dressing-up outfits and equipment. Older children eagerly dress-up as favourite animals, such as cat, lion and zebra, and discuss with staff what they do. They enjoy moving and like making the different animals sounds while staff explain where the different animals live. As a result, children learn to listen and to repeat new words as they play. Through staff's good use of open-ended questions and discussion with children, their language skills are strong and their thinking extended. Older children use their language skills to negotiate their play and express their thoughts. They ask questions as they show their natural curiosity, such as 'where has the water gone?', as they care for the sunflowers. Staff encourage them to feel the dry soil before they add water, with children commenting that the 'flower looks sad' and then to see what happens when they add the water. Children excitedly watch the water go down and say 'it was thirsty'. Others independently use the natural resources around them to make a pretend meal for their camping trip. They crush a piece of mud into a pot to make the salt and add flowers and leaves to make a salad, proudly showing staff and saying 'look at my dinner'. This enhances children's investigation and learning skills effectively.

Staff teach toddlers and older children about volume and capacity as they delight in pouring water from one container to another or sort coloured balls in to groups. They confidently use mathematical language as they describe the containers being 'full' and 'empty'. Children confidently count how many fish they have caught in the water tray. As a result, children develop good number awareness and recognition. Children understand numbers have meaning and they demonstrate their competence and confidence in using mathematics as they play. Consequently, children are active and interested as they are prepared for the next stage in their learning.

Children delight in playing together both inside and outdoors. They laugh together, clearly enjoying themselves as they learn and decide how to spend their time. They happily sit in the cosy book corner reading together. Children who speak English as an additional language are, generally, well supported as staff use dual language books, signing and pictures to support their language skills. However, staff do not take every opportunity for children whose home language is other than English to use that language in the nursery, to enhance how they feel valued. For example, by singing songs or making more use of key words in their home language. Staff help babies and older children learn about programmable toys and information and communication technology as they confidently switch them on and off and use them in their play. All children benefit from daily opportunities to play outside. They enthusiastically negotiate obstacles when riding wheeled vehicles, balance and build with crates and explore the climbing frame. Others enjoy digging in the mud kitchen and make dens. As a result, children's physical skills and understanding of the world are developing well.

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

Effective key person relationships means that babies and older children are happy and settled as they form secure attachments with staff. For example, young babies snuggle into staff as they seek the reassurance of their key person in the presence of visitors to the nursery. Children are confident and interact positively with both staff and other children as they learn to make relationships and develop their personal and social skills. Children show a strong sense of belonging as they hang their coats on their pegs and move around freely, both indoors and outdoors. The learning environment fully promotes children's overall development as they play with good quality resources. All toys and most equipment are freely accessible to babies, toddlers and older children. This encourages them to become active and independent learners and to make choices and decisions about their play. Children are very well supported in their transitions within the nursery. An assigned key person completes a new assessment on the children and this includes key information from parents. Settling-in sessions are undertaken in consultation with parents and, consequently, children's individual welfare and developmental needs are effectively supported, resulting in settled and secure children. This is particularly strong for children with special educational needs and/or disabilities and those who speak English as an additional language. As a result, they develop their confidence and future skills for learning well.

Children's safety is effectively promoted as they understand what is expected of them

regarding their behaviour. Older children actively listen to staff, line up for lunch and respond to staff signalling tidy-up time, as they recognise the routines of the day. Children eagerly help put toys back in their boxes and listen carefully to staff about the dangers of running indoors. This helps children to take responsibility and to understand the danger to other children and what they can do to solve the problem. Consequently, children learn right from wrong and take some responsibility for their own behaviour. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. They regularly participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency.

Children are developing a good understanding of a healthy lifestyle as they enjoy regular access to both the indoor and outdoor learning environments. They delight in climbing, running and riding wheeled toys as they develop their coordination and bodily strength. Babies and toddlers confidently play ball games and explore the slide and pots and pans. As a result, children develop their physical skills effectively. Children's good health and self-care are securely embedded as they attend to their personal needs. They enjoy sociable mealtimes and make choices from the nutritious snacks and meals that are freshly prepared on the premises. Older children skilfully pour their own drinks and use spoons to serve their own vegetables. Babies and toddlers develop skills to feed themselves using their fingers and appropriate utensils. All children's individual dietary requirements are discussed regularly with parents and mealtimes adapted to suit their needs. Babies and toddlers are changed regularly, with hygienic procedures in place. They go to sleep happily with staff close by to help them settle.

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

The managers have a very good understanding of their roles and responsibilities with regard to the requirements of the Early Years Foundation Stage welfare and learning and development requirements. Through effective monitoring of the educational programmes, managers ensure that, overall, children are provided with a wide range of challenging experiences. As a result, children make good progress in their learning and development and there is a targeted approach to their individual learning. All staff are very clear and confident of their responsibilities to safeguard children. They fully understand who to report any concerns to. Detailed supporting procedures are in place and well embedded, in order for children to be further protected. For instance, clear procedure and routines are in place for the safe administration of any required medication. Children's safety is of paramount importance. They are kept safe as the staff complete robust risk assessments for all areas of the premises and outings in the local community. These are displayed and checked daily to ensure that they are meaningful and acted upon.

Through the robust procedures for the supervision and appraisal of staff to monitor their performance, children are kept safe. A detailed training programme for all staff is in place and monitored for its effectiveness. As a result, staff's knowledge and skills are regularly increased to promote the education and development of all children. Regular team meetings are a strong part of the nursery's management procedures. Therefore, staff can give their ideas and contribute to the evaluation and development of the nursery. In

addition, managers actively seek the views of parents and children. The evaluation of the nursery is very good and clear targets are set for improvements, for example, more training to even further develop and improve the quality of teaching. Recommendations from the last inspection have been addressed successfully, which demonstrates a good capacity to improve.

Positive relationships with parents and other agencies and settings, such as health and social services workers, mean relevant information, which promotes the health and well-being of children, is effectively shared. As a result, all children are valued and provision for children with special educational needs and/or disabilities and those who speak English as an additional language is good. Parents are regularly invited into the nursery to discuss their children. They are also included in the assessment of their children. Comments from parents are very positive and include the good progress their children have made, for example, in their communication and language and personal and social skills.

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	EY310670
Local authority	Barnsley
Inspection number	915252
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	62
Name of provider	Barnsley Metropolitan Borough Council
Date of previous inspection	16/08/2011
Telephone number	01226 294604

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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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