

The Embankment Children's Centre

The Embankment Children's Centre, Station Road, Thurnscoe, S63 0JR

Inspection date	09/09/2013
Previous inspection date	18/05/2011

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

- Teaching is rooted in a detailed knowledge and understanding of children's learning needs. Staff provide good levels of challenge which are appropriate for the children's age and stage of development, to help them progress well.
- Children are well supported, secure and settled as a result of them building close relationships with key members of staff.
- Children use well resourced, stimulating and interesting indoor and outdoor play areas. This has a positive impact on all aspects of children's learning and development.
- The managers seek the views of all those involved, to inform their self-evaluation of the nursery. They carefully plan to make positive changes that effectively support children's achievements over time.

It is not yet outstanding because

- Children are not always encouraged to take responsibility to tidy toys and equipment away. This lessens their understanding of caring for their environment, their personal safety and the risks for others.
- Opportunities are not always fully maximised to encourage all parents to regularly contribute to their children's ongoing learning and development, or to share achievements from home.

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 the main playrooms and the outside learning environment.
- The inspector took part in a joint observation of a group time activity.
- The inspector held meetings and observed practice with the children's centre manager and nursery supervisor.
- 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.

Inspector

Tara Street

Full Report

Information about the setting

The Embankment Children's Centre was registered in 2006 and is on the Early Years Register. It operates from a self-contained unit within The Embankment Children's Centre in Thurnscoe, near 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 and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, one holds Early Years Professional Status, one holds an appropriate early years qualification at level 6, one holds level 4 and nine hold level 3. The nursery is also supported by the children's centre manager and a qualified teacher who works closely with staff.

The nursery opens Monday to Friday all year round, with the exception of Bank Holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 50 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- develop further opportunities to encourage children to contribute to keeping the environment tidy and to help them to understand how to behave by talking about personal safety, risks and the safety of others

- extend opportunities to enable parents and carers to regularly contribute to their child's learning and development record and to share achievements and special events from home.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and organise a varied and interesting range of activities for children to help them learn. The outdoor learning environment is particularly valued by staff in having a positive impact on children's development, offering opportunities for doing things in different ways and on

different scales than when indoors. This means children are making good progress towards the early learning goals through a wide range of experiences that take place both indoors and outdoors. All staff have high expectations of children based on what they know about each child and the relationships that are formed and nurtured. This means children are challenged to make progress and do so well because they feel settled and confident. Staff complete regular and accurate assessments of children's progress and use these effectively to plan a broad range of activities and learning experiences. Planning is shaped and guided by the observations staff make and the evaluation of what they need to do next to help children learn. This ensures that the programme for learning is personalised to help children make progress and learn according to their individual needs. This is particularly pertinent for children with special educational needs and/or disabilities, where staff work closely with other agencies and effectively implement any agreed action plans to support the child in their ongoing learning and development.

Children are taught through a wide range of effective teaching methods. For example, they are encouraged to explore, be active, persevere and share their ideas. Since the last inspection, staff have improved how they question children to enable them to think critically. They now skilfully question children in order to help them make links in their learning, find solutions to problems, make choices and decisions, and provide explanations in order to improve learning. For instance, during outdoor play, children are asked to think about ways in which they can make a cake in the mud kitchen. Children eagerly suggest using bowls and spoons, which leads to others getting involved and working together to gather some 'chocolate mud' from the digging area. Following this, a child offers an idea to add water to the mixture, and a member of staff supports and extends this learning by introducing a whisk. This effectively helps children develop by sharing their ideas and working together cooperatively. Staff supervise children very well to help them make connections and provide challenges and choice in their play and interaction with one another.

In general, children play very well with each other and firm friendships are formed. The routine of the day is very flexible and is led by the needs of the children. For example, they determine when they would like to have their mid-session snack or when to play outside. Resources are organised to help children make their own selections, which helps them make independent choices and decisions. There are times, however, when the floor is littered with the resources that the children have used but not been encouraged to tidy away. This does not teach children to take responsibility for themselves, the environment or toys and equipment they have used. It also impacts on children's understanding of preventative safety measures, being considerate to others and what will be expected of them when they start school.

Children demonstrate good physical control and coordination as they use brushes to spread paint on paper, explore the sensory wall and play with large blocks in the soft play area. They eagerly explore the sandpit and negotiate obstacles when riding wheeled vehicles or pushing prams around the outside space. Children develop their imagination and creative skills well. They confidently explore the role play kitchen, dressing up in sparkly cowboy hats, trying on handbags and use frying pans to make a pretend pancake for their friend. Others confidently use coloured pencils, rulers, glue sticks, catalogues and textured paper to make creative pictures. Staff are accomplished in extending children's

communication skills as they listen to what they have to say and use lots of open-ended questions. For example, when exploring the texture wall, children are encouraged to describe what they can feel and the sounds they are making. Staff effectively encourage the use of descriptive language and introduce new words, such as 'scratch', 'jingle' and 'rattle'. Children enthusiastically look in the mirror and point to the various parts of their bodies when staff members call them out, such as nose, mouth, ears, mouth and feet. Children enjoy stories which they choose themselves. They listen attentively and join in as they help to find the different characters and add them to the puppet show display board. Children learn mathematical skills through activities, such as baking and building a tower from construction bricks. They confidently count how many dough stars they have made and identify the different circle and square building blocks.

Staff make sure they are aware of children's specific requirements so that no child gets left behind. They do this by working closely with parents. For example, they learn simple words and phrases to support children whose home language is not English, and readily observe and monitor children whose parents have a particular concern about their child's development. Links are made with professional agencies and parallel settings children attend, to ensure information is shared and to help promote continuity and consistency. Partnership with parents is effective. Parents receive daily information from their child's key person about the day's activities and care routines. Those interviewed during the inspection confirm that they are regularly informed about their children's progress and are encouraged to view their learning and development records, particularly at twice-yearly consultation events. However, staff are not always fully encouraging all parents to play a full and active role in their child's ongoing learning, such as adding comments to their development records or sharing their achievements or special events from home. Consequently, children's learning potential is not maximised.

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

A well-established key person system helps to ensure children develop secure attachments to individual staff in the nursery. For example, individualised settling-in sessions are planned according to both parents' and children's individual needs. This effectively supports the building of trusting partnerships with children, parents and others early years professionals who are involved in the care and learning of the children. Key persons ensure that each child receives individual care and learning which meets their specific needs and helps them build confidence. Consequently, children settle well and feel safe and secure in the welcoming and interesting space, which promotes their learning. The children confidently explore their surroundings and are offered encouragement as they engage in new experiences, such as putting on wellington boots when playing in the digging area. Staff show interest in children's lifestyles, offer reassurance when needed and enhance their self-esteem by offering lots of praise for their achievements.

Children quickly respond to the age-appropriate routines and boundaries which take into consideration their individual needs. Staff lead by example as they encourage the children to wash their hands before snack and model good hygiene practices. This helps the children learn about safety and health and the effects of not washing their hands as they explain 'germs make your tummy poorly'. Staff ensure children's self-care and physical

skills are progressively promoted. For example, older children manage their own toileting needs and learn how to put on their coats before playing outside. At snack time, children are encouraged to be independent as they serve their own apples and cucumber and pour their own drinks.

Children learn how to use the scissors safely and evacuate the building during fire drills, which contributes to their understanding of keeping themselves safe. They choose their own toys, which are stored accessibly for them to make independent selections. Children learn about considering the needs of others as they take turns and share when playing with the jugs and bottles in the water tray. This supports their emotional well-being and understanding of appropriate behaviour. Partnerships with other providers who share the care of the children are well established and contribute effectively towards children's smooth transitions to nursery and school. For example, teachers from local schools are invited to visit children in the nursery, helping both parties become familiar and reduce anxieties for children. Links with other agencies involved with children ensure their individual needs are met and continuity of care is promoted well.

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

Staff have a thorough understanding of how to safeguard children, access relevant training and know who to contact if they have concerns about a child in their care. A detailed portfolio of policies and procedures is implemented well and contributes towards ensuring children's health, safety and well-being are continually promoted. The environment, both indoors and outdoors, is organised very well, with all hazards successfully identified and minimised. Consequently, children are safe and secure. Staff are robustly checked and well qualified for their role, and as a result, the safety and well-being of the children are assured. They benefit from regular appraisals, supervision and a good training programme. These all contribute towards ensuring staff consistently develop and enhance their skills and awareness of current best practice. All the required documentation relating to the welfare of the children is stored to respect confidentiality.

Managers and staff are committed to improving their service and prioritise attendance at relevant training to develop their knowledge of the Statutory framework for the Early Years Foundation Stage and best practice. Monitoring and evaluation of the nursery accurately reflects the quality and impact of the provision in supporting children's learning and development and in providing opportunities for parents and other partners, such as family support workers, health visitors and speech and language therapists, to contribute to this process. Issues raised at the last inspection have been well addressed and now form part of the strengths in the delivery of high quality teaching and the good progress in learning for children that is taking place. The managers have a strong drive to improve the nursery and have a clear and successful improvement plan that supports children's achievement over time. For example, they monitor observation, assessment and planning documents effectively to ensure they are consistent, precise, and display an accurate understanding of all children's skills, abilities and progress. As a result, appropriate support and intervention is sought and gaps in achievement are closing well.

Positive relationships with parents are established. Detailed information is shared at regular parent consultation meetings regarding children's routines, likes and preferences so that staff can meet their individual needs. Staff recognise the importance of working with other professionals to ensure that all children receive the support they need. This ensures appropriate interventions are secured for children and they receive the support they need. Parents are happy with the help they receive in identifying concerns about their children's progress and in liaising with other agencies. Discussions with parents demonstrate they are happy with the opportunities offered to their children. They talk about the supportive staff, how much their children enjoy attending and the progress they have made.

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	EY340904
Local authority	Barnsley
Inspection number	914003
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	50
Name of provider	Barnsley Metropolitan Borough Council
Date of previous inspection	18/05/2011
Telephone number	01709 899050

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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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