

Action for Children C/o Dearne Community Children Centre

Goldthorpe Nursery, High Street, GOLDTHORPE, Rotherham, S63 9AS

Inspection date	07/01/2014
Previous inspection date	11/02/2010

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 rapid progress in their learning because educational programmes are stimulating, take account of children's interests, and provide them with challenges that help them to attain the next steps in their development.
- Rigorous tracking and assessment means children's progress is closely scrutinised and any gaps in learning are targeted. As a result, early intervention is timely and effective.
- Children are well-prepared for the next stage in their learning because nursery routines reflect those that will experience in school. As a result, they are familiar with routines when they move on to school.
- Procedures for safeguarding children are strictly implemented and this means children are kept safe at all times.

It is not yet outstanding because

- In some instances, opportunities to use open-ended questioning to help children share their ideas are overlooked. As a result, their knowledge and ideas are not explored in as much detail as they could be.
- The nursery does not find out parents' preferred method of communication. As a result, not all parents are accessing the wealth of information available to them.

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 main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the early years professional.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Action for Children, Dearne Community Children's Centre, was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Goldthorpe Nursery, in Rotherham, and is managed by Action for Children. 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 six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the manager who has attained Early Years Professional Status. The nursery opens Monday to Friday during term time only. Sessions are from 8.40am until 11.40am. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend opportunities to engage children in discussion so that their ideas and knowledge can be fully explored and they can share their learning experiences in more detail
- discuss with parents their preferred method of communication to ensure all parents can easily access the wealth of information available to them.

Inspection judgements

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

Action for Children nursery is friendly and welcoming. Parents highlight this as one of the nursery's strengths and they value the environment that is created for their children. Practitioners have a comprehensive knowledge of the Early Years Foundation Stage and this means they can provide children with a wide range of activities that capture their interest and promote independent investigation. For example, practitioners engage children in exploring water. Using a range of vessels children fill and pour, learning early mathematical concepts, such as measure. Their critical thinking skills are promoted through skilful questioning by practitioners who encourage them to make predictions and as a result, they develop an understanding of cause and effect. They help them to make some connections in their learning by discussing how water comes out of the plastic hoses in the same way that the fire service use their hoses to put out fires. There are instances where practitioners miss opportunities to extend children's thinking and make connections

in their learning. This means children's knowledge and ideas are not explored in as much detail as they could be. For example, children's skills in using small tools are promoted and they are encouraged to use scissors safely, during a cutting and sticking activity. However, the practitioner does not take the opportunity to discuss with them what they are trying to make.

Through locality meetings, the nursery shares information with the local schools and the children's centre to establish where the gaps are in children's learning. This means they can plan educational programmes that focus on those areas and prepare children for moving on to school. As a result, all children enjoy a wide variety of adult-led educational programmes that focus on developing communication and language skills and early reading skills. Communication and language skills are promoted by practitioners through small group activities, such as listening to sounds children hear in the outdoor environment, everyday discussions and song and rhyme sessions. Practitioners skilfully use props and sign language to support children's developing understanding of English. The nursery works in partnership with speech and language therapists to support communication skills with children who have difficulty communicating through spoken language. As a result, children who enter the nursery below the expected targets for their age are making very good progress and the gaps for those children are narrowing.

The nursery works very hard to promote partnerships with parents. There is a wealth of information available to them and practitioners work closely with them to find out about children's interests, next steps and their starting points. Children's learning records are accessible for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age. Through regular discussions and parent evenings information about children's learning is shared. This ensures information about children's developing skills is kept up-to-date. As a result, practitioners can tailor educational programmes to target the individual learning needs of each child. The nursery shares activities with parents to do at home and parents can stay and play if they wish to. Overall, parents feel they are kept well-informed about their children's learning. However, the nursery does not ask parents about their preferred method of communication and this means not all parents are accessing the information available to them. As a result, they do not all feel they are kept informed about their children's progress. The nursery has robust partnerships in place with other professionals and the local primary schools. Assessments of children's progress is detailed and this ensures information shared about children's learning is current and accurate. The required progress checks at age two have been completed and shared with all relevant partners, therefore, ensuring children who might need early intervention are quickly identified. This makes certain systems put in place to support them are timely and effective and they receive high levels of targeted support when they move on to school.

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

Children's safety is given high priority at all times without limiting their freedom to explore. Practitioners are observant and this ensures they are well-supervised and protected. Children are encouraged to risk assess for themselves and this means they begin to learn how to keep themselves safe. For example, they learn how to use small tools, such as

scissors carefully and they are taught to consider how safe their obstacle course is before they balance on it. The nursery works closely with parents to strengthen boundaries for children who exhibit unwanted behaviour and this means children receive clear and consistent messages. Practitioners use clear and simple explanations that help children to understand the consequences of their behaviour. This means they are developing a thorough understanding of right and wrong and as a result, behaviour in the nursery is good.

Children have strong attachments with practitioners and other children in the setting and this is highlighted by parents as one of its strengths. When children enter the nursery, the short settling-in sessions they enjoy with their parents, help to smooth transition, providing some continuity in their care. An effective key person system implemented by caring practitioners, addresses children's need for extra emotional support during periods of change. As a result, children develop robust, secure attachments early in their care and receive high levels of support at all times. Partnerships with professionals from the local children's centre are excellent and this means information that supports the well-being of the most vulnerable children is shared effectively. The support children receive to get them ready for transition into school is very good. Nursery routines, such as, setting tables and serving themselves at snack times, mirror those they will experience in school. The Early Years Foundation Stage teachers from the local schools visit the nursery to meet them. As a result, children from the nursery are well-prepared for the changes because they have support from familiar adults when the time comes for them to move on. The nursery are keen to improve the relationship with schools further to enhance support for children who have special educational needs and/or disabilities and they are working hard to strengthen partnerships.

Children can freely access the outdoor environment and this means they can make choices about outdoor play and learning in all weathers. They move resources from inside to the outdoor area, therefore, they can follow their interests and preferences for learning. They develop physical skills, while learning how exercise supports their overall health and well-being. Children who attend the nursery develop their understanding of equality and diversity through a wide range of activities. These include, cultural celebrations, role play in the home corner and stories. By learning about the different needs of others, children are beginning to understand and tolerate their differences. As a result, they are developing strong peer relationships and this is helping to prepare them for the larger school environment. Children enjoy healthy snacks and information to promote healthy eating at home is shared with parents. Discussions at snack times help children to understand how making healthy choices promotes their overall health and well-being. Children learn about personal hygiene through daily routines and this means they can attend to their own self-care needs when they move onto school.

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

Robust recruitment and induction procedures are in place to ensure practitioners are suitable to work with children. Practitioners have a very good understanding of child protection issues and children's safety is given high priority. They all attend regular

safeguarding training and this ensures they are knowledgeable about current policies and procedures. They demonstrate a thorough understanding of their responsibilities for ensuring children are kept safe at all times. There are clear lines of accountability and children are well-supervised by vigilant practitioners. Senior practitioners have completed advanced safeguarding training to enhance their knowledge of how to keep children safe and this ensures the most vulnerable children are protected. Security procedures are strictly adhered to. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave is in place and this ensures ratios are met. The manager supports parent's understanding of the nursery's practice by providing copies of the policies and procedures and they demonstrate a sufficient knowledge of the service provided.

Detailed risk assessments are in place to ensure children are kept safe while on the premises. Health and safety audits conducted by Action for Children ensure the premises are checked regularly and any hazards to children are minimised. There are four members of staff who hold a current first aid certificate, which means that they can give suitable treatment if there is an accident to a child. In a recent incident when a child received an injury, the nursery followed correct procedures for administering first aid by taking timely and appropriate action. They notified parents as soon as it was reasonably possible and they took steps to ensure the same kind of accident, could not happen again. In a review of the incident the nursery demonstrated they had met the legal requirements of the Statutory framework for the Early years Foundation Stage.

The nursery manager is keen to drive improvement and continually raise the already high standards of the nursery provision. A robust monitoring process that includes all partners and takes into account the views of children and parents, facilitates an accurate assessment of strengths and weaknesses. Through the local authority quality improvement programme areas of weakness are identified and clear action plans are in place to address them. For example, the nursery has worked hard to promote children's understanding of equality and diversity. Practitioners have a thorough understanding of the learning and development requirements. They all hold early years qualifications that give them the knowledge and understanding to deliver educational programmes that offer children challenges and help them to make good progress. They develop their skills by attending a wide range of training courses that benefit the children who attend. For example, they have attended training in early talking programmes and working with children with autistic spectrum disorders. Performance management systems ensure planned educational programmes are closely monitored and this makes certain children are supported in making good progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY399268
Local authority	Barnsley
Inspection number	949347
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	16
Name of provider	Action for Children
Date of previous inspection	11/02/2010
Telephone number	01709890303

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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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