

# Darfield Children's Centre

Darfield All Saints Childrens Centre, School Street, Darfield, BARNSELY, South Yorkshire, S73 9EU

<b>Inspection date</b>	16/12/2013
Previous inspection date	10/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- Educational programmes satisfactorily cover all seven areas of learning. This ensures that children gain sufficient skills in preparation for the next stage in their learning, such as school.
- The well-being of children is promoted very effectively. This enables children to form secure attachments and settle quickly.
- Practitioners demonstrate a clear understanding of safeguarding procedures and ensure that effective risk assessment minimises potential risks to children. As a result, children's safety is promoted.

### It is not yet good because

- The quality of teaching is variable. Some practitioners lack the confidence and knowledge of how to use their language to encourage sustained thinking and extend children's vocabulary. As a result, some children do not make the best progress they can in communication and language.
- The provider has not informed Ofsted of a change in manager. This is a legal requirement.
- Information shared with parents is not highly effective. As a result, parents are not well informed about changes to staff.

## 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 compulsory part 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 play room and the outside learning environment.
- 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 inspector took account of the views of parents and carers spoken to on the day and, the providers improvement plan.
- The inspector carried out a joint observation and held discussions with children.

## Inspector

June Rice

## Full report

### Information about the setting

Darfield Children's Centre was registered in 2006 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose build premises in Darfield, near Barnsley. It 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 outside area for outdoor play.

The nursery employs 14 members of childcare staff, of these, 13 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday for 52 weeks of the year, excluding bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 78 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure high quality learning experiences for all children by identifying and addressing the training and development needs of staff, by for example, improving practitioners' knowledge of how to extend children's learning through the use of narrative during activities and more open-ended questions that encourage children to think, consider what else is possible and extend their vocabulary.

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

- review how the information is provided to parents to ensure they are kept informed of staff changes.

### Inspection judgements

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

Practitioners are friendly and approachable and talk generally to children about what they are doing. However, the quality of teaching is variable and this is evident through the lack of confidence that some practitioners show in using open-ended questions and the lack of narrative used during some activities. For example, during outside play one of the stronger

practitioners is energetic and totally involved with what children want to do. The practitioner constantly narrates what is happening, talks about how to climb and walk the crates and skilfully brings in positional language, colours and counting. However, when some children talk about the plants they want to show off, the less confident practitioners merely repeat what children are saying and do not try to extend children's language. This means that some children are not challenged sufficiently and therefore, do not make the very best progress they can in communication and language; in particular their skills in sustained thinking and extending their vocabulary.

Practitioners use written observations, photographs and examples of children's work to compile a learning journal to share with parents. This helps parents gain an understanding of what their children are learning. Planning has a particular focus on personal, social and emotional development and all practitioners are consistent in their expectations for good behaviour. Children are encouraged to join in with small group activities and as a result they learn to share, take turns and compromise with others. Children, whose starting points are below those of other children for their age, are shown to be improving steadily over a sustained period. This means the gap in their learning is closing, albeit slowly.

The systems in place to promote partnerships with parents are generally effective. Parents are encouraged to share information about children's home care routines and what they can do at home. The systems to help practitioners assess children's progress have recently been adapted and are developing well. Parents receive daily information about their children's well-being and achievements and newsletters keep parents informed about what is generally happening at the provision. However, parents feel less well informed in regard to changes to staff and following recent changes, some parents do not know the name of some of the staff. Practitioners complete the progress check at age two and prepare a summary of achievement that they share with parents and other settings. This information provides a clear record of what children can do. As a result, children benefit from gaining emotional and practical support during their move onto their next learning environment, such as school.

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

Good health and well-being is well promoted. Children benefit from regular daily activities that promote their use of the outside environment. This promotes children's physical well-being and supports their enthusiasm for being outside in the fresh air. Children are provided with healthy balanced snacks and freshly cooked meals that take full account of specific dietary needs and allergies. They are observed to help themselves to a drink of water when they are thirsty and during meal and snack time. Practitioners teach children about good hygiene practices. They encourage them to wash and dry their hands thoroughly before meals and after using the toilet. This helps children take responsibility for keeping themselves healthy.

Robust systems are in place that ensures all accidents and injuries are recorded and shared with parents. Practitioners are effectively deployed and this ensures children are well supervised. As a result, children are kept safe. Children are learning to develop an

understanding of dangers and how to stay safe through their daily routine and activities. For example, they learn to safely negotiate an obstacle course, a climbing wall and to climb steps during outside activities. While inside children are able to select tools, such as scissors and learn how to use them correctly. Practitioners have high expectations for good behaviour. They teach children how to manage their feelings and become more aware of how their actions affect others. As a result, children are learning right from wrong. Children are taught to be independent by practitioners who ensure that they are able to freely select resources and choose what activities they wish to participate in. As a result, children quickly develop the confidence to make their own decisions.

The settling-in process provides opportunities for parents to share information with their child's key person about what their children can do and details about their individual care needs, such as their routines at home. As a result, children settle quickly. They show through their body language that they are happy and feel safe. Children who become tired or unsettled seek out a familiar face and young children cooperate when having their nappy changed. This shows children have built trusting relationships with adults. There are well established links with the schools children are to attend. For example, practitioners and teachers arrange to visit each other's provision and share information about children's progress. This successfully promotes and supports children's transition into school and helps children become emotionally ready for their next stage in learning.

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

The provider has not notified Ofsted of a change to the manager of the early years provision. This is a breach of the Safeguarding and Welfare requirements for the Statutory framework of the Early Years Foundation Stage. There are systems in place that monitor the quality of the care and education provided, including the performance of practitioners. An action plan has been raised following the last inspection to support and develop the skills of less confident practitioners. However, this has not yet been implemented; therefore, the impact of any action is not yet measurable. As a result, inconsistencies in practice have not been addressed and remain an area for improvement. The systems for the planning, assessment and observation of children's progress ensure that children with identified needs are targeted. Along with established partnerships with outside agencies this means that appropriate support is sought and gaps are closing.

Practitioners have a sound understanding of the safeguarding and welfare requirements. There is a written child protection policy and practitioners demonstrate they understand the procedures they need to implement in order to protect children. Practitioners confidently name signs and symptoms of abuse. Thorough risk assessments are carried out to ensure the environment, resources and equipment are safe. Entry to the provision is secure and practitioners are vigilant at ensuring gates and doors are closed behind them. This means that children are kept safe. All required documentation is in place. This includes a complaints procedure that is effectively implemented and provides information to parents about what they can do in the event of a complaint. However, there is room to improve the information provided to parents about staff changes in order to ease their

concerns about the turnover of staff.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY409396
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	945041
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Barnsley Metropolitan Borough Council
<b>Date of previous inspection</b>	10/04/2013
<b>Telephone number</b>	01226753366

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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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