

# Thurcroft Early Years

The Thurcroft Welfare Community Hall, Katherine Road, ROTHERHAM, S66 9HF

## Inspection date

Previous inspection date

03/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Strong leadership, good team work and effective self-evaluation ensure the pre-school is continuously strengthening and developing outcomes for children.
- Children who speak English as an additional language and those children with special educational needs and/or disabilities are quickly identified and supported well by staff.
- Teaching and learning within the pre-school is good, staff use targeted learning activities which develop each child's individual needs and follow their interests, resulting in children making good progress in their development
- Staff skilfully question children to engage them into learning and encourage them to become confident learners. Staff have strong bonds with children and their families, children feel safe and secure within the pre-school.

### It is not yet outstanding because

- The outdoor learning environment has room for improvement, in order to offer children more opportunities to take their learning outdoors, explore the natural world and experience sensory play and malleable activities.
- Although the quality of teaching is good, staff occasionally do not exploit opportunities to extend children's learning even further during daily routines and group activities.

## 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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision.
- 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

Eleanor Proctor

## Full report

### Information about the setting

Thurcroft Early Years was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Rotherham, and is managed by a private company. The setting serves the local area and is accessible to all children. It operates from the ground floor of a community hall and there is an area available for outdoor play. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications. Two of the staff have qualifications at level 3 and one at level 2. The setting opens Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. Children attend for a variety of sessions. The setting receives funding for the provision of free 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:

- enhance children's learning even further by reviewing the flexibility of routines, to ensure that children are able to make independent choices about when to access the outdoor learning environment and make maximum use of the area
- maximise teaching opportunities to further extend children's learning by reviewing daily routines, such as group time situations, so that all children are given time to respond and express their views.

## Inspection judgements

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

Staff have a good understanding of how young children learn and develop they plan effectively to develop and extend each child's learning further. Staff engage with children during play and are actively involved in child-led activities. Staff skilfully ask open-ended questions to encourage children to think for themselves. For example, during a gluing activity staff encourage children to work out why their shapes are not sticking to the paper. As a result, children try to solve the problem by experimenting with the different resources which will stick with the glue and which will not. This effective approach to teaching encourages children to be active learners. Staff know their children well and provide activities to support their individual learning, for example, a child with English as an additional language expressed his delight in a tank engine, staff observed this interest and planned activities in the setting which developed the child's interests further, ensuring the learning experiences for this child are exciting and challenging for his particular needs.

The majority of teaching is better than good. In these instances, children are very well supported to make good progress in their learning experiences throughout the session. For example, children enjoy a stimulating story session which is very well led by an enthusiastic member of staff. The staff member engages children by speaking using varying tones of voice for different characters which captures children's imagination. As a result, children show high levels of engagement as they enjoy the differentiated aspects of the activity. However, some opportunities to extend children's learning even further are occasionally not exploited. For example, during singing time staff ask children which songs they would like to sing next, a child answers in a quiet voice meaning staff were unable to hear the child's response. Staff do not encourage the child to repeat the song instead they chose a song for the child to sing. This resulted in the child's preferences being missed and his early language skills were not challenged and extended through skilful teaching techniques to develop this learning further. Staff make accurate assessments of children's learning through effective observation, assessment and planning systems. Each child has a key person who forms a bond with the child and their family from the first day at the setting. This results in strong attachments between children and staff and ensures there is a strong partnership with parents. Key persons have a good knowledge and understanding of children's individual learning needs. As a result, children demonstrate the characteristics of effective learning and evidence shows they are making consistent progress towards the early learning goals. In some aspects, such as communication and language, children make rapid progress, given their starting points. Children, therefore, are well prepared for school when they are ready to leave the setting; this is due to children having access to a wide range of individualised and targeted learning activities which support their learning and development. Staff have developed a progress check at age two to use in the setting, which will be completed in the near future, when children are at an appropriate age and fully settled into the pre-school. Staff explained this will help them identify at an early age any children needing additional support.

A stimulating learning environment is welcoming and fully equipped to meet the varying needs of the children accessing the setting. Resources are stored at low level to encourage children's engagement and self-selection. Staff ensure that children experience activities throughout the setting which covers the seven areas of learning, this is provided through a robust planning system for their continuous provision along with individualised planned activities which are both adult directed and child initiated. This contributes to children making good progress in their learning and ensures children are progressing towards school readiness. Children are able to make their own choices in their play; resources are displayed in an attractive and engaging way supporting children to develop their independence skills. Staff engage in children's play listening to what children have to say, generally giving them time to talk about their own experiences without being rushed. In addition, children with English as an additional language are well supported; staff encourage parents to teach staff key words from their home language. This ensures staff are able to communicate effectively and understand what children are saying. As a result, children readily join in with conversations during group time and staff invite children to talk about things which interest them and recall past events. As a result, children quickly learn to speak, listen and respond to simple instructions. Children have access to fresh air in the enclosed play area where they have the opportunity to develop their physical skills, such as balancing, running, jumping and skipping. Children confidently ride wheeled toys with a sense of purpose as they adjust their speed and sense of direction. Although

children do have access to the outdoor area on a daily basis, it is a little too structured and managed by staff, therefore, children cannot access the area independently and for as long they choose.

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

Staff demonstrate strong relationships with both children and their families; this is because the key person system is effective and contributes to children's sense of security and well-being. Children receive warm and responsive care from key persons and, as a result, they feel welcomed, valued and settle quickly into the pre-school. Children show through their actions that they are confident and at ease in their pre-school environment. They attend the sessions happy and eager to learn and quickly settle into child-initiated play. For example, a child enters the session with his mum, takes his coat off and walks directly to the coat area and hangs up his coat, he walks to the train track table and immediately starts to interact with the children and staff playing with the trains. This shows the child feels confident within the setting and is able to freely communicate within the group. Children with special educational needs and/or disabilities are supported well by their key person to ensure learning outcomes are fully reached. Inclusion is given a high priority, as a result, children learn to be accepting of each other's similarities and differences and this is well role modelled by staff at all times. Parents comment that they find all staff extremely supportive, especially during settling-in periods. During these times, parents acknowledge staff's efforts at tailoring the settling-in period to accommodate each child's individualities and unique needs. This is because staff fully understand the importance of children feeling safe, secure and confident to ensure children do become emotionally ready to learn through play.

Children independently follow good hygiene routines and are reminded to wash hands before snack time, lunch club and after going to the toilet. Staff use effective techniques to encourage children to enjoy hand washing. For example, staff use familiar songs and rhymes chosen by children; staff sing 'wheels on a bus' and use parts of the song to direct washing techniques, such as 'the wipers go swish swoosh' as children rub soap in a swooshing motion. Children's behaviour throughout the setting is very good, children understand the boundaries set and follow these well. Children are developing the concept of sharing as staff help them make the right choices in their play. Staff encourage children to risk assess possible dangers for themselves, for example, the dangers of running with scissors are explained to a child as they are about to leave the creative area with scissors in their hand. They are taught the importance of using equipment safely. As a result, children understand the concept of right and wrong and have a thorough understanding of keeping themselves safe.

Staff provide children with a variety of healthy snacks including fresh fruit and vegetables; children have a choice of milk or water to drink which they can independently select. Children delight in having the responsibility of planning the next week's shopping list for their preferred snacks. For example, children chose the fruit or vegetables they would like from a picture card and staff add this to the shopping list. As a result, children are encouraged from an early age to make healthy choices. Snack time offers an opportunity for children to develop independence and self-help skills. For example, children have the

chance to butter their own toast, choose raisins or apple pieces and pour their own drink. This ensures children enjoy food and experience a variety of tastes. Staff offer guidance to parents on healthy options. For example, staff created a recipe and ingredients book for parents following a parent asking for help in making the right choices at mealtimes. Overall, there are good measures in place for managing children's health and well-being. For example, staff implement a wide range of policies and procedures which contribute to keeping children healthy. For instance, regular cleaning routines, safe administration of medication and procedures for managing illness all contribute to the minimising of illness and infection.

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

Staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. They understand their role in protecting children from harm and are confident of what to do should they have a concern about a child's welfare. All staff members hold appropriate safeguarding certificates. Recruitment and induction procedures are rigorous and ensure that all those working with the children are suitable to do so. Risk assessments are thorough and, as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained; giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare. All members of staff currently hold a first aid certificate meaning there is always someone available to administer first aid should the need arise following a child having an accident. Premises are kept secure at all times and policies and procedures are adhered to. Parents are required to sign their children in and out of the setting to maintain attendance registers of all children attending, ratios are adhered to and records of visitors are also kept up to date.

The manager is dedicated to providing quality teaching and learning and, therefore, is consistently striving to improve the standards within the pre-school. There is currently a number of effective strategies in place for monitoring the pre-school's strengths and weaknesses. For example, they make good use of peer observations, self-evaluation, reflective practice, monitoring of educational programmes and children's progress as a way to improve the provision and outcomes for children. As a result, the manager has detailed action plans for improvement. For example, the manager has an action plan in place to develop the transition process for children from pre-school to school to ensure smooth transitions and encourage information sharing between settings. All staff benefit from effective targeted programmes of professional development. Staff receive regular appraisals and staff meetings are held every term to discuss progress made. Staff receive ongoing training and support from Rotherham Early Years Team who offer training every six weeks. As a result, staff keep up to date with any new legislation and government initiatives meaning children's learning outcomes are maximised. The manager monitors educational programmes to ensure they are broad and balanced and reflect individual children's specific learning needs. The quality of teaching is monitored using video observations to capture strengths and weaknesses of staff interactions with children in action. The manager would like to introduce in the near future different methods of self-reflection for staff. This will help strengthen the quality of teaching and learning further so

that children are able to consistently achieve the highest levels in all aspects of their learning.

Staff work closely with parents and through good communication they work together to meet the child's needs. For example, parents provide a wealth of information about their child to enable staff to assess their child's development ages and stages. Discussions with parents and information from documentation, such as questionnaires, establish that parents are very happy with the care and education of their child. Parents feel staff give help and support when needed, for example, parents receive help and guidance on how to support their child with toilet training within the home environment. Parents feel staff give them information about their child's day and ideas how to support further learning at home. Staff work well with other agencies and professionals supporting children with special educational needs and/or disabilities or children with English as an additional language. Staff are fully aware of other services in the area to support children and their families. Staff incorporate initiatives from other professionals, such as individual care plans, which are devised to further support and develop children's individual learning needs. This ensures that all children, including those with a special educational needs and/or disabilities, are fully supported in their learning and development throughout the Early Years Foundation Stage.

### **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>	EY470586
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	939212
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Nicola Blakey
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07717613351

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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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