

Hoyland Common Children's Centre Daycare

Hoyland Common Primary School, Sheffield Road, Barnsley, S74 0DJ

Inspection date

Previous inspection date

01/05/2014

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

- Highly skilled staff have a good knowledge of how children learn and develop. Staff use this knowledge to plan suitably challenging activities which are targeted to children's individual learning needs. As a result, children make good progress.
- All staff have high expectations of children in their key groups. Staff complete regular and accurate assessments of children's development, and this results in children progressing well towards the early learning goals.
- There are very good partnerships with parents and other agencies involved with the children's care, learning and development. Children are given high levels of support, which means they are able to reach their full potential.
- Strong leadership, good team work and effective self-evaluation ensure the setting is continuously strengthening and developing outcomes for children.

It is not yet outstanding because

- Learning opportunities are occasionally missed at singing time because staff do not consistently encourage children to join in the activity and learn to follow instructions.
- There is scope to strengthen already good routines in the setting by encouraging children to tidy away resources at the end of the session to enhance children's ability to make the right choices and learn valuable life 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 the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the nominated person/registered person of the setting.
- The inspector looked at children's assessment records, planning and progress documentation.
- The inspector checked evidence of suitability and qualifications of staff 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.

Inspector

Eleanor Proctor

Full report

Information about the setting

Hoyland Common Children's Centre Daycare was registered in 2013 on the Early Years Register. It is situated in Hoyland, Barnsley, and is managed by Hoyland Common Primary School. The nursery serves the local and wider community and is accessible to all children. It operates from rooms within the children's centre and there is a fully enclosed area available for outdoor play. The nursery employs 11 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term time only and operates from 8.45am until 11.45am and from 12.30pm until 3.30pm. There are currently 48 children on roll in the early years age range. The nursery offers care to children from two years of age and they can attend for a variety of sessions. It provides funded early education for two-, three- and four-year-olds. The nursery 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:

- improve the organisation of group singing time to ensure some children are not missing the learning opportunities on offer
- devise even better routines which include children learning to follow instructions, to encourage them to tidy away their resources at the end of the session.

Inspection judgements

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

Children are happy and motivated to learn in this welcoming and supportive setting. Staff use robust systems to observe children's individual interests and learning needs, which they use to provide stimulating and challenging activities. As a result, children are making good progress through all areas of their learning and development. Arrangements to assess children's starting points on entry are well established. Children choose from a wide range of activities and resources, which staff provide for them each day. They are able to develop a good range of physical skills, think critically and explore these activities with support and encouragement from kind and dedicated staff. Children develop their communication skills as they respond to the questions asked of them. They explain to staff what they are painting on the easel or building with the bricks, and confidently ask questions of their own if they are uncertain or require support. For example, children ask to create a road for their police cars with the building blocks, and a member of staff skilfully extends this by asking what materials they may need and what tools will be required to join the road together. Staff extend children's vocabulary by introducing new

words or describing what children do. For example, as a child puts on her apron the staff member provides a running commentary of how she is putting on the apron.

Children's progress is tracked accurately and this means that any gaps in their learning are quickly identified and planned for. The progress check at age two is completed and is done in partnership with other agencies, such as the health visitor and community nursery nurse. Children with special educational needs and/or disabilities are well cared for as staff plan individualised activities through a targeted individual learning plan. Staff record children's achievements in their learning journey records, along with observations of children engaging in activities and photographs evidencing how they learn through play in the setting. This provides parents with an accurate overview of their child's time at the setting and the progress they make. Parent partnership working is strong within the setting and staff encourage parents to become fully involved with their children's learning at home. For example, staff provide parents with 'wow' cards to record their child's progress and new achievements, and staff award the child with a certificate in celebration of their new skills.

Many children confidently use the large array of sensory equipment, such as a footpath of textured stepping stones. Staff use this opportunity to enhance children's sensory development by asking children to feel, touch, smell and see, resulting in children using all of their senses in their play. Staff use good teaching techniques as they encourage children to make letter sounds through a microphone and pass it around the small group of children. This encourages children to use the correct sounds as they sound out each letter. Children count well and use mathematical language, such as 'big' and 'small', 'how many' and 'how few'. They know how to count down from five as they count together the items in their reading book. Staff provide singing and dancing time for children. However, there are missed learning opportunities for some children as they have the choice to join in or not. This results in some children not having the chance to experience the learning and development opportunities offered through songs and rhymes. The setting has a fully enclosed play area outside, which is continuously accessible to children. This enables children to have lots of opportunities to get fresh air and physical exercise. The outdoor area is vast with a large grassed area and a mud digging pit, which children delight in digging for worms in. Staff provide waterproof clothing for children to ensure they can have maximum learning chances in all weathers, such as painting in the puddles when it is raining. Children can spend quieter time in the various sized wigwams and look at books together. They have the chance to develop their self-help skills by independently choosing where they would like to play, finding their own coat, selecting their preferences at snack time and being able to find their own name card at self-registration.

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

Children are happy and safe within the setting. Staff encourage children to think about dangers around them and ensure equipment is used safely by giving children clear boundaries, which they must follow when using resources. For example, children are reminded not to run with scissors, and staff calmly remind a child that they should not climb on chairs. Children are able to settle quickly into the setting as staff use a key person approach to liaise with parents to gather information about children's likes, dislikes

and individualities. As a result, children are secure and develop strong bonds with their key person. Staff are knowledgeable about the children in their care and their unique characteristics. New children settle quickly because staff work well with parents to find out information of their skills and abilities using an entry questionnaire, which covers all three prime areas of learning.

Children are polite and confident and they work together well as they play and learn the social skills needed for their transition to school. Children move freely around their environment selecting activities to play with, and some have formed friendship groups who are learning to play cooperatively alongside one another. Children play imaginatively in the home area, creating role play scenarios and acting them out. Children pretend to make pancakes with the play dough and select a frying pan to cook the pancake. The children share ideas and problem-solving techniques as the pancake becomes stuck in the pan. Staff engage well with the children during these role play activities and make the most of these opportunities to promote children's self-esteem. They praise children when they find a solution and encourage them to keep trying if they have not quite found the right methods.

Children learn to wash their hands before snack time and understand why it is important to do so. Snack time comprises of good learning opportunities for children as they develop self-help skills by selecting their own plate and milk carton. Children have access to healthy snacks, such as fruit and vegetables. The staff maximise children's knowledge and understanding of why fruit and vegetables are good for them, and challenge children by asking questions about where milk comes from. Staff help children to get it right by probing them with skilful open-ended questions until they get the question correct.

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

Staff and management have a clear knowledge and understanding of their responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. Management ensure all staff are suitably qualified to work with children through their robust vetting and induction programmes. All staff undergo an induction period upon their employment in the setting, during which they must complete an online safeguarding course. Management complete regular and precise monitoring observations of the staff in practice. This ensures any areas for improvement can be discussed and added to their action plan. The setting has very good systems in place to chart group progress in cohorts of children, resulting in any gaps in learning being quickly identified.

The setting is well structured and meets all the necessary paper work required, such as children's confidential information, accident records and records of attendance. All policies and procedures are robust and all staff have a good knowledge of the procedures for safeguarding children in their care. Staff have a good understanding of what to do if they have concerns about a child, and can explain what steps they need to take to report their concerns. They carry out thorough risk assessments of the setting and they take appropriate action to keep children safe and secure. The setting has a named first aider who has a current paediatric first-aid qualification.

The setting works well with outside agencies and takes on board help and advice. For example, they value any support and advice provided by the local authority, briefing sessions and training courses. Effective performance management systems are in place; staff mentor newer members of staff and work well together, bouncing ideas off each other with dedication and passion. Management have a clear passion for the early years and work hard to ensure staff provide the same quality of care for the children. For example, management sample children's learning journey records to ensure they meet the necessary standard of quality assurance. Management complete regular assessments of individual children and update this onto their specialised early years online system. Management complete regular spreadsheets to identify any weaknesses within the setting and quickly complete an action plan for improvement. Any underperformance from staff is quickly identified through regular fortnightly meetings and regular staff appraisals. The setting has an audit tool, which sets actions for staff to work towards should they be identified as needing further support. Parents state they are very happy with the care and learning their children receive from the setting. They confirm children are making good progress and staff are friendly and approachable. Information is shared with parents through the setting's daily cards, with details about what their children have done while in the setting. Parents are invited to use the setting's blog where staff regularly update new events. Parents receive regular letters and emails and are welcome to join their key person on the parents' celebration day to find out how their child is progressing.

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	EY472158
Local authority	Barnsley
Inspection number	945156
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	48
Name of provider	Hoyland Common Primary School
Date of previous inspection	not applicable
Telephone number	01226352090

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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