

Cawthorne Road Day Nursery

Cawthorne Road, Barugh Green, Barnsley, South Yorkshire, S75 1LQ

Inspection date

08/12/2014

Previous inspection date

09/06/2009

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 are confident in the nursery environment because they know what is expected of them. Consequently, they behave extremely well and make their own independent choices and decisions.
- Staff are very effective in their teaching and provide children with a good range of activities that capture and sustain their interest. As a result, all children make good progress in their learning and some make excellent progress.
- Children demonstrate that they feel safe, secure and happy in the nursery. Also, arrangements for safeguarding the children, promote their welfare very effectively.
- Staff have a strong commitment to working in partnership with parents and other professionals. This successfully contributes to children's care, learning and development. Parents speak highly of the nursery and how it supports their children's learning.

It is not yet outstanding because

- There is room to further develop the coaching of staff to ensure they have focused targets for their professional development.
- There is scope to increase the range of children's experiences in the outdoors, especially for digging, planting and growing, once the development of the new section of garden is complete.

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 play and learning activities in all rooms and outdoors.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the Early Years Professional.
- The inspector carried out a meeting with the manager and checked and discussed a range of policies and procedures.
- A range of documents were inspected, including observations of children's learning, planning and the tracking of their progress.
- The inspector took into account the views of parents spoken with on the day.

Inspector

Angela Sugden

Full report

Information about the setting

Cawthorne Road Day Nursery was registered in 1991 on the Early Years Register. It is a privately owned nursery, which operates from a detached, single-storey building in the Barugh Green area of Barnsley. There is a secure area for outdoor play. The nursery is accessible to all children. The nursery employs 11 members of childcare staff. Of whom eight hold appropriate early years qualifications at level 3 and one has Early Years Professional status. The nursery opens Monday to Friday 8am to 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions and there are currently 51 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the methods used to coach and support staff to further maximise and strengthen their skills and further identify specific targets for their continued professional development
- develop the new section of the garden as planned, so that opportunities for children to take part in digging, planting and growing vegetables are maximised.

Inspection judgements

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

Staff have a detailed knowledge of the Early Years Foundation Stage and a very good understanding of how children learn. They regularly observe and make accurate assessments of children's development, including the progress check for those between the ages of two and three years. Staff use their assessments very well to effectively plan the next steps in children's learning. They provide motivating, planned and spontaneous experiences, which help all children to make good progress from their starting points in all areas of learning. For example, staff promote children's mathematical understanding as they encourage them to estimate how many plastic fish are in the net and ask them to identify the numbers on the fish as they lift them out of the puddle. Staff provide lots of opportunities for children to play imaginatively. They dress-up in seasonal clothing, carry heavy bags around and as they stop to sit for a rest, raise their leg and state 'I do like these red shiny shoes'. Children have uninterrupted time to play, explore and consolidate their learning. Babies show delight when they find a wooden ball under a container. Staff

skilfully engage them and build on this by initiating a game of finding the ball, which sustains their interest and helps to develop their understanding that the ball still exists even though they cannot see it. The quality of teaching is good throughout the nursery. Consequently, children demonstrate that they are acquiring the skills and attitudes, which they need to be ready for the next stage in their learning, such as starting school.

Communication and language development is given high priority and as a result, many children have exceptional language skills. Children enjoy stories about wild animals as staff enhance them through the effective use of toy animals. They extend children's vocabulary and descriptive language by describing the giraffe with the very long neck and how they can identify the difference between a male and female lion. Staff clearly explain that male lions grow a mane around their head. Children confidently name the crocodile, bear, zebra and snake, emphasising that the snake begins with the letter sound 's' and wiggle their bodies for added effect. Staff work hard to support children, who speak English as an additional language. They gather information from parents to establish children's level of understanding and communication skills in all languages they speak. Literacy is fostered very well and many children can form letters and write their name. Children are very effectively supported in this through the low level display of letters from the alphabet and the easily accessible name cards that staff have made to support them in recognising their own name. This is good preparation for their future learning. Children with special educational needs and/or disabilities are extremely well supported. Staff are swift in their identification of need and plan appropriate interventions to support children's learning. Strategies are shared between staff to ensure that support for children is consistent. An example of this is the whole setting approach in using the Makaton sign language programme.

Parents are actively involved in their children's learning and development from the time they start at nursery. Staff are very aware of the importance of consistency in supporting children's learning, both in the nursery and at home. The progress that children make is shared through daily discussions, diaries and children's learning records, which parents are encouraged to contribute to. Parents feel well informed about their children's learning and development and positively value the support that staff give them. Parents state that the nursery offers 'fantastic support around their children's development and learning'.

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

Staff are warm and caring and provide a very welcoming environment for children and families. They know all children extremely well and provide individualised care and support. During the settling-in process, staff discuss children's likes, dislikes and important aspects of their care with parents. Each child is assigned a key person, who ensures that their individual care needs are met and strong bonds develop between staff and children. Consequently, children explore and learn with confidence. When children are at the stage to move between rooms in the nursery, flexible and supportive arrangements are put in place to meet their individual needs. The key person accompanies children during visits to their new room, which offers them a sense of security. The outdoor area offers further opportunities for older and younger children to play together, which also prepares them for their move to the new room.

Staff have high expectations of children. Consequently, children display exemplary behaviour and show great respect for staff, other children and their environment. They pick photographs up that have fallen on the floor and with great care, try to fasten them back on the wall. Children are confident to speak to visitors and ask 'Do you like my new blue shoes?' This shows that they are safe and secure, with high levels of confidence and excellent self-esteem. Babies have lots of space to crawl around, which helps them to develop their strength and body control. The outdoor area offers space and opportunities for all children to exert energy and develop their health and well-being. Children are supported to be adventurous and manage their own risk outdoors when taking part in the 'welly walk' to the forest area at the local school and when they balance on planks in the outdoors at the nursery. Staff invite children to help them to undertake daily risk assessment in the outdoor area. They provide children with clip boards and risk assessment forms for them to tick off any hazards they identify as they check the space with staff. This means that they are developing their understanding of ways to keep themselves safe.

Children choose from a wide selection of healthy snacks, which include lots of fresh fruit and vegetable sticks. They are provided with a wide range of healthy and nutritious meals, which are prepared on the premises each day. The cook uses fresh, seasonal produce and works with parents and staff to ensure that individual dietary needs are catered for. Throughout the day, children independently collect a clean cup from the sink and fill it with fresh water from the tap. Children learn about the importance of washing and drying their hands prior to eating and manage their personal hygiene needs independently. As a result, children are developing healthy lifestyles.

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

Children are protected well. There are effective arrangements in place to implement the requirements of the Early Years Foundation Stage. The manager is the designated officer for safeguarding and along with the deputy manager, has undertaken training in this to an advanced level. Staff are trained in safeguarding and understand their role in reporting any child protection concerns and understand the correct procedures to follow should they have any concerns about a child's welfare. Effective recruitment and vetting processes are in place to ensure that staff are suitable to work with children. The staff team are well deployed, which means that children are supervised effectively at all times. The premises are safe and secure, with effective measures in place to ensure there is no unauthorised access to children. Children's safety is further assured because staff complete a register of children's attendance, including when they arrive and leave. All staff are trained in paediatric first aid, which makes certain that there is always good levels of support in the event of an accident or injury. Furthermore, regular fire evacuations take place and an emergency bag hangs in the entrance, which contains a fully charged mobile telephone and a first-aid kit for use during such events. These good practices and procedures ensure that staff are effective in their ability to maintain children's safety and security.

Staff consistently assess children's progress, plan their next steps in learning and

systematically track their learning and development. The management team monitors children's development and has an overview of the progress of all children. The manager takes part in a local authority meeting with other settings and schools to review assessments of children's learning to ensure consistency in judgements. Staff meetings provides a forum for the staff team to discuss the educational programme and the impact this has on children's development. Staff supervisions are carried out throughout the year and appraisals take place annually. However, the coaching of staff is not yet fully developed to ensure that they have focused targets for their professional development. There is a systematic approach to self-evaluation and to monitoring the quality of the nursery provision. The manager and staff have a good understanding of the strengths of the nursery and where improvements can be made. For example, a new area in the garden is currently being developed but is not yet complete. There is, therefore, scope to increase the range of children's experiences in the outdoors, especially for digging, planting and growing, once this is complete.

Staff work very effectively with a range of professionals to support children's individual needs. These include portage workers, health visitors and speech and language therapists. Planned programmes, set by professionals, are followed by parents and staff to ensure consistency at home and in the nursery. This helps children to make the very best possible progress. Strong partnerships with the local school are in place. Each week, children visit the school with nursery staff to join in outdoor and library activities. They become familiar with the school environment, which benefits them when the time comes to move onto school. Partnerships with parents are strong. Parents speak very highly of the nursery and are confident that their children are making good progress. They comment that key persons know children well and do such a lot with them to encourage their learning and development. Parents also value the information that nursery staff share to help them further support learning at home. This has a very positive impact on the progress that children make in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	302829
Local authority	Barnsley
Inspection number	864752
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	51
Name of provider	Julie Tasker
Date of previous inspection	09/06/2009
Telephone number	01226 390070

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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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