

# Thorncliffe Barn

Thorncliffe, Hollingworth, Hyde, Cheshire, SK14 8JJ



## Inspection date

6 February 2015

Previous inspection date

8 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff regularly observe and assess children's progress, using this information to plan a wide variety of interesting activities to support next steps in children's learning. As a result, children make good progress from their starting points.
- Children are very well prepared for future learning at school. Staff ensure that children are supported effectively to develop key skills in literacy, numeracy and independence.
- Parents express high levels of satisfaction about the friendly and welcoming 'family environment'. They state their utmost confidence and trust in the staff, who they feel provide their children with excellent quality of care and learning opportunities.
- Children benefit from a wealth of outdoor opportunities, due to the rural setting of the nursery. They participate in daily outdoor play, local walks and experience farm life, through the range of animals in the immediate locality.
- The nursery is well led by a management team who are passionate about their role in the provision of high-quality care and learning. Self-evaluation, involving the views of staff, parents and children, results in structured development plans, continuously leading practice forward.

### It is not yet outstanding because:

- Monitoring systems, to provide an overview of all children's progress, are not yet fully developed, in order to more clearly identify any areas of children's learning, or aspects of the provision to develop further.
- Observations of staff practice are not yet embedded, in order to fully support the development of staff's teaching.

## What the setting needs to do to improve further

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

- enhance current group monitoring systems, to provide a clearer overview of all children's progress, in order to more fully identify any areas of children's learning that requires additional support, or areas of the provision to develop further
- build further on the good quality of teaching by, for example, introducing a programme of peer observations, to focus more specifically on further enhancing the quality of teaching and the sharing of good practice.

### Inspection activities

- The inspector observed a range of activities and interactions between staff, babies and children, both indoors and outside.
- The inspector conducted a joint observation with the deputy manager and discussed the quality of teaching and learning.
- The inspector held meetings with the deputy manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures, including safeguarding, risk assessments, medication and accident records.
- The inspector checked evidence of suitability and qualifications of staff working with babies and children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of a number of parents and carers spoken to on the day of the inspection.

### Inspector

Sharon Lea

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a wide variety of interesting and stimulating learning opportunities for all ages. For example, during a topic on fairies and pirates, younger children explore sparkly materials, magic wands and glittery sand. Older children make pirate treasure maps, using tea to authentically age these. Staff make full use of the range of opportunities available in each room and in the 'den', where children can be imaginative and creative and explore a wide range of sensory experiences. They do this through staff taking their key group of children into the different rooms during the day. Children enjoy this, as they discover something new and interesting to explore in each area. This motivates and engages them in learning very effectively. Parents are given daily, written or verbal feedback about their child's care and learning and attend parents' meetings to share progress.

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

Children are very happy and form secure attachments with staff, through the highly effective key-person system and settling-in procedure. Children are cared for in key groups. However, at the start and end of the day, different ages join together, with ratios maintained at all times. This enables siblings to spend time together, fostering a truly family atmosphere. Parents share information about their child's care needs and routines, which staff follow diligently. Daily care sheets are completed for parents of children under two, sharing nappy changes and feeding and sleep times. Hygiene practices are well-established, including preparation of milk feeds for babies. Staff wear protective clothing during nappy changing and food serving. Snacks and meals provided are healthy and well-balanced, and children understand that eating well helps them to grow 'big and strong'. Behaviour is excellent due to the basic rules, which staff routinely reinforce, such as good listening and using good manners.

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

Staff have a good understanding of child protection and how to protect children from harm. Comprehensive risk assessments, policies and procedures, such as recording accidents and administered medication, are in place. Consequently, children are effectively safeguarded. Staff undergo robust recruitment procedures, including Disclosure and Barring Service checks, to ensure their suitability. All staff have childcare qualifications, ensuring that qualification requirements are met. Regular team meetings enable staff to share ideas, and daily information sharing is effective, through the use of a message book. The manager supports staff development through supervision, training and appraisals. However, observations of staff practice are not yet embedded, to fully support the development of staff's teaching. Children's progress is monitored regularly and reviewed by the manager. However, systems to provide an overview of all children's progress are not yet fully developed. Partnerships with other professionals are well established to meet the needs of children with special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	312316
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1004512
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	31
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Maureen Savage
<b>Date of previous inspection</b>	8 October 2009
<b>Telephone number</b>	01457 763 412 and 01457 764 354

Thorncliffe Barn was registered in 1992 and is privately owned. It operates from a converted barn in the Mottram area of Tameside. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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