

Elsecar Nursery

Church Street, Elsecar, BARNLEY, South Yorkshire, S74 8HS



Inspection date

5 May 2015

Previous inspection date

7 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good with some outstanding elements. This is because all staff understand how to promote children's learning. The manager regularly checks the children's development in all seven areas of learning. Consequently, children are making good progress towards the early learning goals.
- Staff work extremely closely with parents and fully involve them in their children's learning. This means that children's experiences and achievements at home are recognised, valued and built upon to maximise learning.
- The skills of individual key persons enable all children to form extremely secure attachments. A personalised and flexible settling-in process is in place. As a result, children thrive and are confident as their emotional well-being is effectively supported.
- Safeguarding procedures are strong. Staff have a secure understanding of their roles and responsibilities to safeguard children. This ensures that children's welfare is protected and children are kept safe from harm.
- Partnerships with a wide range of external agencies are exceptionally strong. Consequently, children's individual needs are recognised and planned interventions to enhance their development are extremely effective.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to build on older children's interest and exploration of the initial letter sounds in words, to extend their already good literacy development further.
- Training is not always precisely targeted to meet the already identified individual training needs of the staff, in order to further enhance their knowledge in more specialised areas.

What the setting needs to do to improve further

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

- extend older children's literacy development further by building on their knowledge and interest in the initial letter sounds of words
- target training opportunities for staff to ensure they have the particular training identified in the development plan, to widen their already good knowledge.

Inspection activities

- The inspector observed play and learning activities in the playroom and outdoors.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke with the provider, manager, staff and children throughout the inspection.
- The inspector carried out a meeting with the manager and looked at a range of documents, including planning, observations and assessments of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector conducted a joint observation with the manager.

Inspector

Angela Sugden

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 range of learning experiences which motivate all children. In the garden, children's attention is captured by blossom blowing from the trees. Staff describe how the wind blows and help children to position themselves to catch the blossom in containers. This helps to support their understanding of wind direction. Staff skilfully teach young children how to hold and cut with scissors. As a result, children persist as they cut around the edge of the paper. Consequently, children demonstrate their curiosity and are acquiring the skills and dispositions they need for the next stage in their learning, such as starting school. Children's love of books and reading stories is promoted exceptionally well. They listen to stories about doctors and enthusiastically tell staff about going to the doctors for their 'jabs'. Staff extend children's vocabulary very well as they introduce complex words, such as 'vaccinations'. However, staff occasionally miss opportunities to consolidate children's good literacy skills. For example, when children identify the initial sounds of the names of the dinosaurs they play with and identify which of these start with the same sound as their own name, staff do not extend and build on this.

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

Staff are especially caring and sensitive and provide a vibrant, welcoming and nurturing environment for children. They thrive as exceedingly secure emotional bonds are formed with their key person. Staff know children exceptionally well and provide highly personalised support to meet their individual needs. Children's health is promoted superbly well as staff provide rich opportunities outdoors to develop good coordination and control of their bodies. For example, staff effectively support children by challenging their abilities as they jump from balancing beams set at different heights. In addition, children skilfully ride scooters at speed, and run and skip excitedly as staff teach them traditional movement games. Children develop excellent independence skills. They are actively encouraged to choose whole fruits for snack, use their knife to cut them, pour their own milk and self-register on arrival at nursery. Consequently, all children are developing excellent healthy lifestyles and understanding of ways in which to keep themselves safe.

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

The manager and staff demonstrate a secure knowledge of the Early Years Foundation Stage and effectively implement the legal requirements. Robust recruitment procedures are in place and staff are vetted for their suitability. The manager completes inductions, supervision sessions and reviews with staff, to enhance their performance. The staff team are well qualified, which helps them to promote good outcomes for all children. The manager shows commitment to supporting their professional development. However, training is not always targeted to provide staff with the specialised knowledge they need to support particular groups of children. The manager has identified the strengths and weaknesses of the nursery and has put in place a detailed action plan. This ensures the nursery continues to provide high-quality support and learning experiences for children.

Setting details

Unique reference number	EY416354
Local authority	Barnsley
Inspection number	874341
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	51
Name of provider	Forge Community Partnership
Date of previous inspection	7 February 2011
Telephone number	01226 740 202

Elsecar Nursery was registered in 2010. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, and two hold Qualified Teacher Status. The nursery opens Monday to Friday from 8am until 4.30pm, during term time. The nursery receives funding for two-, three- and four-year-old children.

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