

# Action for Children Dearne Community Children's Centre



Dearne Community Childrens Centre, Billingley View, Bolton-upon-Dearne,  
Rotherham, South Yorkshire, S63 8ES

## Inspection date

30 June 2015

Previous inspection date

14 September 2010

<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		Good	2
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

- Children are safeguarded well because the setting has effective policies and procedures in place. All staff have a good understanding of their roles and responsibilities to protect children.
- Children benefit from an effective key-person system, which helps them form secure attachments to the staff. As a result, children are confident, settled and keen to explore and learn.
- Parental involvement in their children's learning is highly valued and well promoted. Staff keep parents well informed about their child's progress and provide ideas to help them support their child's learning at home.
- Staff are qualified and have a good knowledge of the Early Years Foundation Stage. They attend regular training, which has a positive impact on the learning experiences they offer children. As a result, children make good progress.

### It is not yet outstanding because:

- On occasions, staff miss opportunities to skilfully question children. This means that children are not always encouraged to think critically and come up with their own explanations and ideas.
- The manager does not provide staff with regular opportunities to reflect on the quality of their teaching.

## **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 thinking skills by giving them more opportunities to be actively involved in sharing their thoughts and ideas, for example, when playing alongside staff
- help staff to develop their skills, for example, by carrying out regular observations of each other's practice and using this information to swiftly improve the quality of teaching, so that children make rapid progress in their learning.

### **Inspection activities**

- The inspector had a tour of the premises with the manager.
- The inspector observed a variety of teaching and learning activities in the indoor and outdoor areas.
- The inspector completed a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's observation and assessment records, staff's suitability and sampled policies and procedures.

### **Inspector**

Catherine Mather

## Inspection findings

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

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Effective systems for planning and assessment result in children having good quality learning opportunities. Children are excited to explore cornflour and water; they make marks with their fingers and watch as the trails disappear. Two-year-old children listen to stories and sing familiar songs. Staff pause to encourage them to fill in the missing words. Overall, the quality of teaching is good. Staff make good opportunities to repeat children's language and introduce new words. This means that children are making good progress in their communication and language skills. For example, staff use a variety of methods, including visual aids, to enable children to understand and extend their communication skills. This is particularly effective to support children with special educational needs and/or disabilities. As a result, all children are well prepared for starting school. Children are happy, they smile, laugh and chat to each other and staff during play. Occasionally, opportunities to ask questions and involve children in discussions are overlooked.

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

Children benefit from short visits with parents, prior to attending and this helps them to settle quickly. They explore the outdoor area, where they enjoy using watering cans to look after the fruit and vegetables. Children harvest these and enjoy preparing them to eat. As a consequence, they learn about planting and growing, as well as developing an understanding of healthy food options. Staff effectively encourage independence in a positive way. For example, children enjoy being able to pour their own drinks and prepare their own snacks. Children engage in a range of physical activities outdoors. They walk through pathways, ride small wheeled toys, run, balance and jump. Children add water to the sand and sail the boats around the water track. They learn how to carefully move around the nursery and use tools and equipment safely.

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

Managers and staff are clear about their responsibilities in meeting the welfare and safeguarding requirements. Staff are well qualified and frequently take advantage of training opportunities to enhance their skills. The management team is continually seeking ways to improve practice and the quality of care. However, staff do not have the opportunity to observe and evaluate each other's practice, to enable them to share their effective teaching skills and identify further improvements. The educational programmes reflect the children's interest, age and stage of development. Effective planning and assessment systems result in children benefiting from good quality care and learning experiences. Staff sensitively support children as they move on to other settings and schools. They have good relationships with teachers, who visit children in the nursery environment.

## Setting details

<b>Unique reference number</b>	EY337308
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	862730
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Action for Children
<b>Date of previous inspection</b>	14 September 2010
<b>Telephone number</b>	01709 890 303

Action for Children Dearne Community Children's Centre was registered in 2006. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. The nursery provides funded 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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