

Thurgoland Childcare

The Kids Centre, Halifax Road, Thurgoland, Sheffield, South Yorkshire, S35 7AL



Inspection date

24 August 2015

Previous inspection date

15 February 2012

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		Good	2
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

- The quality of teaching is good. Staff provide a broad range of well-planned activities for the children, which supports them to make good progress in their learning.
- Children benefit from the effective key-person system, which helps them feel settled, safe and secure. Overall, all children are forming good attachments with staff, who know them well.
- Partnerships with parents and other professionals allows meaningful information to be exchanged to meet children's needs. The nursery is working with the local health visiting team to jointly carry out the progress check for children between the ages of two and three years.
- Staff demonstrate a good understanding of their roles and responsibilities for safeguarding and protecting children from harm. They are fully aware of the reporting procedures in the event of a child protection concern.
- The qualified staff team have a good knowledge of the Early Years Foundation Stage. They attend regular training, which has resulted in a positive impact on the learning experiences they offer for children.
- Leadership and management are strong. The management team carry out effective monitoring to evaluate their service and further improve practice. Therefore, they demonstrate a strong capacity for continuous improvement.

It is not yet outstanding because:

- Staff do not always find out as much as possible about what children already know and can do when they first join the setting.
- Staff do not consistently organise group activities effectively to maximise children's learning.

What the setting needs to do to improve further

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

- find out more information about what children already know and can do before they join the setting, in order to plan more swiftly and accurately for children's next steps in learning from the start
- improve the organisation of group activities, so that all children benefit from rich opportunities to join in the learning experiences.

Inspection activities

- The inspector observed a variety of care routines and learning activities, and spoke to children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the acting deputy manager.
- The inspector checked evidence of staff and committee members' suitability, training and qualifications, and a selection of other documents.
- The inspector looked at planning documentation and children's learning and assessment records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sadie Corbett

Inspection findings

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

Staff accurately identify children's needs through completing regular observations. They identify children's developmental stage and plan activities that support children's next steps in learning. However, staff do not gather enough information about children's prior achievements to enable them to plan very precisely when they first start. Staff have a strong focus on promoting children's communication and language skills in all areas of the nursery. They are skilled in asking questions to encourage children to think for themselves. Accurate monitoring of the areas of learning has identified a deeper focus on mathematics. Staff, therefore, link this into activities and follow children's interests to motivate them and excite their curiosity. For example, older children carry out a baking activity. Staff use this opportunity to look at numbers on the recipe and the weighing scales. They use mathematical language to discuss quantity and talk about the time it will take them to cook. However, group sizes are sometimes too big to enable all children to benefit, and occasionally activities go on too long so children lose interest. Babies and toddlers actively participate in action songs, bending and stretching to develop their physical skills. Overall, children throughout the nursery are gaining a good range of skills to support their future learning, including the move on to school.

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

Children feel safe and secure and their positive relationships with staff encourage them to explore their environment. Staff are good role models. They remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns. Children are developing good independence and self-care skills. Older children use the toilet and wash hands independently. Babies confidently feed themselves finger foods. Children learn the importance of keeping healthy through discussions about food that gives them energy and the importance of brushing teeth. Children get plenty of fresh air as they play in the outdoor area. They run, jump and ride bikes and skilfully use crates to climb and balance. Children are learning to manage their own safety by ensuring they have something close by to hold on to if required.

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

The leadership team has a secure understanding of the requirements of the Early Years Foundation Stage. There are procedures in place to ensure the suitability of staff and committee members. The successful performance management of staff ensures a highly effective level of practice is continually maintained. Effective partnership working takes place with the local schools. Children visit the on-site school, and teachers come and visit the nursery. This results in children being confident and prepared for their move on to school.

Setting details

Unique reference number	302870
Local authority	Barnsley
Inspection number	871707
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	65
Name of provider	Thurgoland Pre-School
Date of previous inspection	15 February 2012
Telephone number	0114 2883848

Thurgoland Childcare was registered in 2000 and is managed by a voluntary management committee. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications between level 2 and level 6. The nursery opens Monday to Friday all year round. Opening times are from 7.30am until 6pm. 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.

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