

Priory Family Centre

Priory Campus, Pontefract Road, Lundwood, Barnsley, South Yorkshire, S71 5PN



Inspection date	26 January 2016
Previous inspection date	2 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's health and safety is prioritised. Swift action is taken following accidents to ensure that any potential risks are minimised. Parents and/or carers are informed of any accidents on the same day.
- Staff are effectively deployed. They supervise children well and teach them how to use equipment safely.
- Leaders and managers have good partnerships with other early years professionals. This helps to them to take quick and decisive action to help secure the support children and families need.
- Staff make accurate assessments of all children's progress. Parents are invited in to the setting to discuss with their child's progress and their next steps in learning.
- Parents are invited to attend sessions with their children before they start and staff occasionally visit the families at home. This helps children to develop a bond with their key person. Staff take this opportunity to gather information from parents about what children can do.
- Children of all abilities make good progress from their starting points and develop the basic skills they need for the next stage in their learning.

It is not yet outstanding because:

- Leaders and managers have not fully embedded arrangements to support the professional development of staff, in order to raise the quality of teaching and increase the potential for children to achieve rapid progress in their learning.
- Staff occasionally interrupt children's play and learning, in order to accommodate routines within the setting.

What the setting needs to do to improve further

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

- support professional development more effectively and increase the potential to raise the quality of teaching and outcomes for children to the highest level
- help staff consider the impact of routines within the setting and minimise disruptions to children's play and learning.

Inspection activities

- The inspector observed the quality of children's experiences during activities indoors and outdoors, and assessed the impact this has on their learning.
- The inspector evaluated a planned activity with the manager.
- The inspector held a meeting with the registered individual, the manager and the local authority representative. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers have undertaken training about safe recruitment and staff are provided with regular safeguarding training. All staff demonstrate a good understanding of child protection issues and are confident that they can implement them effectively. Parents are provided clear information about the setting and how it works. Issues raised by parents are addressed at the highest level and action is taken to enhance existing procedures. For example, parents and/or carers are now informed of accidents more swiftly. Meticulous records are maintained and available for inspection. Following the last inspection, children are now able to access the outdoors more frequently. Leaders and managers also seek parents' views to help secure continued improvement. There are well-established partnerships with the new settings children are to attend. This helps to ensure that they share relevant information about children's individual care and learning needs.

Quality of teaching, learning and assessment is good

Well-qualified staff have a good understanding of how children develop. They effectively partner children in their learning. Staff demonstrate, describe and draw children's attention to what is happening. This keeps children interested and motivated. Children use their imagination well. They take on the role of mum as they nurse a baby doll. Children are eager to join in activities that help them learn how to brush their teeth. Children repeat words staff use to describe what they are doing and display the confidence to answer questions when in a small group. They talk about why they need to look after their teeth and what causes teeth to decay. Children explore how to use different media. They use cereal, sticks of dry spaghetti and dough to create a model. This also helps younger children to refine their physical skills as they learn to thread the circular cereal pieces onto the sticks of spaghetti. Children learn about the world around them. They look under rocks and leaves for insects and make seed containers to help feed the wild birds.

Personal development, behaviour and welfare are good

Children arrive happy and eager to play and this helps to secure their regular attendance. Children join in group activities when they welcome each other and learn each others' names. This helps them develop close friendships. Staff are good role models and they have high expectations for good behaviour. The strategies they use are sensitive and consistent. They help children understand boundaries and to develop the social skills they need to help them cooperate with others. Children are confident and make decisions about what they want to do. Children thoroughly enjoy being outside. Children carefully negotiate a balancing beam, ride bikes and run around hunting for a 'bear'. Teachers are invited into the setting to meet and talk to children about going to school. This helps children to be emotionally prepared for school.

Outcomes for children are good

Staff quickly identify if there are gaps in children's learning. They provide good support to ensure that these gaps close and all children make good progress. Additional funding is used well to provide extra support for those who need it so they promptly catch up.

Setting details

Unique reference number	302819
Local authority	Barnsley
Inspection number	867412
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	15
Number of children on roll	50
Name of provider	Barnardo's
Date of previous inspection	2 June 2010
Telephone number	01226 770619

Priory Family Centre was registered in 1995 and is situated in Barnsley. It is run by the Barnardos charity. The setting employs six members of childcare staff, of whom five hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday term time only. Sessions are from 8.30am until 4.30pm. The setting provides care for disabled children and those with special educational needs. The setting also provides funded early years education for two-, three- and four-year-old children.

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