

# Station House

Station House, Lidget Lane, Thurnscoe, Rotherham, South Yorkshire, S63 0BX



## Inspection date

7 January 2016

Previous inspection date

7 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The leaders and managers are not swift enough to follow up and address weaknesses they have identified in the quality of teaching. The quality of teaching is not consistently good.
- The key-person system does not consistently help staff obtain information about what children can do on entry, or allow time for them to prepare children emotionally before they start.
- Children sometimes find it difficult to concentrate on their chosen activities due to the noisy environment.

### It has the following strengths

- Well-qualified staff make sensitive assessments of children's achievements during the sessions they attend. They use this information to plan a suitable range of activities and play opportunities.
- Leaders and managers work closely with parents and other early years professionals. They take decisive action to help improve the outcomes for children with special educational needs.
- The recruitment procedures for new staff are robust and help to ensure that adults working with children are safe to do so.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

#### Due Date

- |   |            |
|---|------------|
| ■ take swifter action to address identified weaknesses in practice and help all practitioners improve their teaching skills and the outcomes for children   | 22/01/2016 |
| ■ improve the key-person system to ensure that children are emotionally supported in their transition into the setting and staff obtain information about what children know and can do on entry. | 22/01/2016 |

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

- provide an environment where children are consistently able to concentrate on their chosen activities and become more focused in their learning.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the registered individual and manager. She looked at relevant documentation, such as the playgroup's self-evaluation and resulting action plan. She also looked at evidence of the suitability and supervision of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

## Inspector

June Rice

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff have a good understanding of possible signs and symptoms of abuse or neglect. They are very clear about the procedures to implement should children be at risk of harm. Visual risk assessments carried out by staff help to ensure children use an environment and resources that are safe. Leaders and managers have successfully addressed the recommendations from their last inspection. For example, they now invite parents into the setting to discuss their children's progress so they are better informed. Leaders and managers have accurately monitored the quality of practice and raised an action plan to aid improvement. However, they have not followed through on their findings quickly enough to ensure consistently good teaching practice is implemented.

### **Quality of teaching, learning and assessment requires improvement**

Staff complete the progress check for children between the ages of two and three years in a timely manner. The summary is shared with parents and health visitors. However, the quality of teaching and learning is not consistent. Children respond to staff, who use simple sign language, words and sentences as they talk to them. Children respond well to the challenges set by staff, once they are in a quiet space where they are able to concentrate fully. They quickly focus during an adult-led activity and rise to the challenge of separating small and large circles. During circle time, children show they are learning to listen. They answer questions about brushing their teeth and describe their toothbrush. Staff are attentive and play alongside the children. However, the quality of their interactions does not always challenge children sufficiently to help them further extend their learning and make the best progress they can.

### **Personal development, behaviour and welfare require improvement**

The key-person systems to help children become familiar with their new surroundings and carers before they start are not established well enough. This means that children are not well supported to feel emotionally secure, and parents are not given sufficient opportunities to share what they know about their child's learning and development when they first start. The provider has extended the space available by opening up an additional room. However, it is not used well enough to fully support children's learning. For example, children sometimes find it difficult to concentrate on their chosen activities because of the level of noise and occasional interruptions from others. Children are interested in the resources available, which they select independently. Staff talk to children about starting nursery and invite their new teachers into the setting. This helps children to become emotionally ready for their next stage in learning. Children are well behaved and learning to share and take turns.

### **Outcomes for children require improvement**

Children make some appropriate progress and gaps in their learning are closing. However, weaknesses in teaching mean that their progress is not consistently good. Despite this, children do gain skills they will need to help prepare them for their future learning and for the move on to school.

## Setting details

<b>Unique reference number</b>	302864
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	864753
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Station House Community Association Limited
<b>Date of previous inspection</b>	7 May 2010
<b>Telephone number</b>	01709 880682

Station House was registered in 1992. The playgroup employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including two at level 6. The playgroup opens from Monday to Friday during term time. Sessions are from 9.30am until 12.30pm. The setting provides funded early education for two-year-old children. Station House also provide an out-of-school club during term time. Sessions are from 3pm until 6pm. In addition, they provide a holiday club that opens Monday to Friday during school holidays. These sessions are from 8am until 6pm.

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