

# Thurcroft Early Years

Katherine Road, Thurcroft, ROTHERHAM, South Yorkshire, S66 9HF



## Inspection date

22 January 2018

Previous inspection date

3 April 2014

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

- The manager leads her staff team well. She uses evaluation systems effectively to help identify strengths and areas for further development. She seeks the views of parents, staff and children in the process, to help maintain a good-quality provision for children.
- Children are happy and settled. They build warm and trusting relationships with staff and one another. Staff foster children's growing confidence and sense of self-esteem successfully.
- The manager and staff are good role models. They teach children to build firm friendships and to know what is expected of them. Children behave well. They play happily together and are learning to share and take turns, and they are well-mannered.
- Children make good progress in their learning. The manager and staff monitor children's development regularly, which helps them to identify and address gaps in children's learning quickly.
- Staff establish effective partnerships with parents and other professionals to support children's learning and development. This collaborative approach especially helps children who have special educational needs and/or disabilities to make good progress.

### It is not yet outstanding because:

- Staff do not always organise group activities well enough to fully support younger children's learning. Sometimes, younger children lose interest in lengthy activities.
- On occasions, staff do not fully challenge older children's mathematical skills and extend their mathematical language.

## What the setting needs to do to improve further

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

- review the planning of group activities so that younger children are challenged appropriately and supported to maintain their interest more effectively
- make full use of opportunities to challenge and extend older children's mathematical skills and knowledge.

### Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection and held discussions with the manager.
- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to monitoring children's progress.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is highly motivated and enthusiastic and staff work very well together as a team. Safeguarding is effective. Staff have a very secure understanding of safeguarding issues and are clear about what would alert them to any concerns about a child's welfare or a member of staff's actions. There are comprehensive policies and procedures to help staff in their roles. The recruitment process is effective in ensuring that staff are suitable to work with children. The manager carries out supervision meetings and appraisals to help ensure staff's ongoing suitability. She supports staff well in their professional development and encourages them to extend their skills further. The manager uses extra funding effectively to improve outcomes for children.

### Quality of teaching, learning and assessment is good

Staff are well qualified. They are passionate about their roles and understand how children learn through play. They provide a range of activities that promotes children's learning effectively. They interact in positive ways with children, stimulating and supporting their learning well, overall. For example, they encourage children to use their imaginations as they play with a variety of shiny items. The children thoroughly enjoy exploring and investigating as they crumple shiny paper and trays. Staff support children's communication skills well, including those who speak English as an additional language. Staff listen attentively and give children plenty of time to speak. They extend children's vocabulary by adding new words and support their understanding by using simple sign language. Staff keep parents regularly updated with their children's progress and about how they can contribute to their child's learning.

### Personal development, behaviour and welfare are good

Staff provide a stimulating and exciting environment and children demonstrate that they feel safe and secure as they play. Children develop a good understanding about healthy lifestyles. They enjoy healthy snacks and have good opportunities to play outside and be physically active. Staff provide a secure base, supporting children's well-being and promoting their independence. For instance, younger children are confident to attempt putting on their coats. Older children pour their own drinks and learn to fasten zips and buttons. Children learn about a range of cultures and communities. Staff invite people in to talk about their lifestyles and children use books and toys that reflect diversity.

### Outcomes for children are good

All children develop skills that prepare them well for their future learning and their eventual move on to school. Children show good motivation for learning. Older children listen, ask questions and concentrate well. Young children develop their small-muscle skills as they use paintbrushes to paint their hands. Children have a love of books. They sit and talk about the pictures, helping to develop their early literacy skills.

## Setting details

<b>Unique reference number</b>	EY470586
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1102856
<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 - 7
<b>Total number of places</b>	21
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Nicola Blakey
<b>Registered person unique reference number</b>	RP515563
<b>Date of previous inspection</b>	3 April 2014
<b>Telephone number</b>	01709 530 879

Thurcroft Early Years registered in 2013. The nursery opens Monday to Friday from 8am until 6pm, all year round, except for the week between Christmas and New Year and bank holidays. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. One member of staff holds a foundation degree in childcare. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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