

Thorne Flowerpots

Thorne Childrens Centre, The Laurels, Fieldside, Thorne, DONCASTER,
South Yorkshire DN8 4BQ



Inspection date	12 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- The manager and the qualified staff team have developed good links with the local authority and other professionals working with families. These links are used well to provide children with additional support at the very earliest opportunity.
- Children behave well. They learn how to share, take turns and consider the views of others. Staff are positive role models for children and they provide them with regular meaningful praise and encouragement.
- Children settle quickly and enjoy their play. The key-person system is effective. Staff spend time getting to know their key children well. They plan precise next steps for children's individual stage of development and share many examples of how parents can support learning in the home environment. Partnerships with parents are good.
- The management team is very motivated and ambitious. The team strives to continuously improve the quality of service it provides and seeks the views of parents, staff and children to address any issues and develop clear improvement plans.

It is not yet outstanding because:

- Sometimes, staff miss opportunities for younger children to hear and copy single words and to put words together that help to build up their speech and vocabulary even further.
- Circle time is not as effective as possible. This means that some younger children are not as interested and older children become distracted and lose concentration in the learning that is taking place.

What the setting needs to do to improve further

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

- enhance the teaching methods used to promote younger children's communication and language skills to help develop their speech and to build on their vocabulary further
- review the organisation of some activities to take into consideration the age ranges and abilities of the children present which help maintain their interest in the learning that is taking place.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She discussed children's progress with the manager, staff and parents. She also carried out a joint observation with the manager.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff team demonstrate a clear understanding of their roles and responsibilities. They are confident in the safeguarding procedures to follow should they have a concern regarding a child's welfare. Effective systems are in place to monitor children's attendance. This helps the manager to identify and act on any concerns about a child's welfare. Staff are committed to the future development of the provision. They access regular training opportunities to develop their knowledge and skills. Staff are kept up to date with regular supervisory sessions and peer observations. The manager tracks the progress of individual children and groups of children well. She uses this information to identify gaps in learning and plan targeted support for children.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy opportunities to initiate their own play and follow their interests. They do this with confidence and enthusiasm. For example, children show delight as they organise toy vehicles going down the slide. They demonstrate good physical skills. The quality of teaching is good. Staff engage enthusiastically with children. Children benefit from some well-organised adult-led activities. For example, planned group time each morning with their key person when they engage in activities, such as using positional language when hiding toys. This helps promote early mathematical concepts. Staff complete the progress check for children between the ages of two and three years. This is shared with parents so that any gaps in children's learning are identified early and appropriate interventions are planned. The manager oversees educational programmes to help ensure that children make good progress.

Personal development, behaviour and welfare are good

Staff use home visits to get to know children quickly and help them settle well. Children play in a highly stimulating environment which meets their individual needs well. They are physically active and enjoy spending time with their friends. For example, children enjoy a game of hide and seek outside, they call to friends and staff alike. Children have opportunities to climb, balance and take manageable risks. Staff support children's growing understanding of the need for safety and managing some risks. Staff promote good hygiene procedures. For example, they remind children to wash their hands before they eat.

Outcomes for children are good

Children make good progress in their development. Children who have special educational needs and/or disabilities have detailed support in place and parents praise highly the support they receive from staff. Children who speak English as an additional language develop communication skills quickly. Children are confident and sociable and show good levels of independence. They are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY536306
Local authority	Doncaster
Inspection number	10076775
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	28
Number of children on roll	32
Name of registered person	Drax Playgroup Committee
Registered person unique reference number	RP518701
Date of previous inspection	Not applicable
Telephone number	07967670824

Thorne Flowerpots was re-registered in 2016. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or 4. The setting opens from Monday to Friday term time only. Sessions are from 8am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

