

Kendray & Worsbrough Sure Start



Kendray & Worsbrough Family Centre, Overdale Avenue, Worsbrough,
BARNSELY, South Yorkshire S70 4BD

Inspection date	10 October 2018
Previous inspection date	25 July 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- Leaders and managers are fully committed to staff development as they strive to maintain the excellent level of teaching and learning they provide. The manager and staff continue to be reflective of their practice and its impact on children with the view that there is always room for improvement. Policies and procedures are implemented with efficiency, which promotes high-quality care for children.
- A robust recruitment process helps to ensure that adults working with children are suitable. Staff induction sets out the high expectations for excellent practice from the beginning. Newly recruited staff comment very positively on the support and guidance they receive from management and colleagues and say they find it 'refreshing to be working with adults who genuinely love what they do'.
- Leaders and managers are closely involved with the transitions children go through, whether this is from home to the setting or on to their next learning environment, such as school. For example, the manager and assigned key person go to meet the children in their own home. This is highly effective in supporting children's emotional well-being and helping them to settle quickly.
- Partnerships with parents and other early years professionals are outstanding. Staff are exceptionally knowledgeable about child development and are quick to identify any gaps in children's learning. A genuine commitment and determination helps to secure early intervention for the children and families who need it. As a result, all children make rapid progress from their starting points.

What the setting needs to do to improve further

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

- continue to enhance the already excellent information sharing with parents, especially for those whose children start part way through the term.

Inspection activities

- The inspector observed the quality of children's experiences and assessed the impact on their learning and development.
- The inspector evaluated a planned activity with the manager.
- The inspector held a meeting with the manager. She looked at children's records and a range of other documents, including notifications to Ofsted, the complaints procedure and evidence of suitability checks.
- The inspector took account of parents' views.

Inspector

June Rice

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff are vigilant and demonstrate a deep knowledge and understanding of how to help to safeguard children from abuse or neglect. Staff continue to update their knowledge on more recent issues, such as the 'Prevent' duty, extremism and radicalisation. This helps them to take appropriate steps if they are concerned about a child. Following changes to management, staff have been exceptionally quick to see the value of a manager who has an uncompromising ambition and high expectations for all, including staff. As a result, staff have a renewed enthusiasm for their work, which is clear to see in their interactions with children and the rapid progress children make. Self-evaluation and plans for the future improvement are accurately identified. For example, the manager has identified that she wants to develop further the already excellent information sharing with parents.

Quality of teaching, learning and assessment is outstanding

The objective of this setting is to nurture a child's natural curiosity and explorative nature. This has led to an exceptionally well-planned learning environment with staff who have finely tuned their interactions with children. This fully promotes children's individual interests and helps to ensure that they acquire all the skills they need for future learning. Children are inspired, self-assured and highly motivated to learn. Staff and children play together as they jump in and out of the mud garden and compare how high they can jump. They use descriptive words, such as 'slimy' and 'dirty' to describe the mud. Children add water to the mud and create bubbles by squishing it between their fingers. They use a stick to draw and make marks and they talk about the patterns and letters they are forming.

Personal development, behaviour and welfare are outstanding

Children behave remarkably well. They are friendly and very caring towards others. The freedom to explore and experiment under the watchful eyes of staff helps them to adapt quickly to being independent. Children learn and understand set boundaries and how to recognise risk and keep themselves safe during play. Children thrive as they follow their interests as well as find new things to explore. All children have the opportunity to join in with activities. For example, children who have special educational needs and/or disabilities are sensitively guided and supported as they join in with others, jumping in and out of mud puddles. Children thoroughly enjoy the sensory room, which has a lovely, calming influence on them. Children learn about people with different jobs, such as the police and dentist who visit the setting.

Outcomes for children are outstanding

Children are constantly learning and enhancing the skills they have already acquired. This is because staff are forward-thinking and always prepared to challenge children. As a result, children leave the setting exceptionally well prepared for school. Children are exceptional communicators who can form letters, count and do early mathematics. They enjoy community life, which includes using local shops and visiting a retirement home. Children know to be gentle with pets and the importance of caring for the vegetables and plants in the sensory garden.

Setting details

Unique reference number	EY310670
Local authority	Barnsley
Inspection number	10068730
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	33
Number of children on roll	29
Name of registered person	Barnsley Metropolitan Borough Council
Registered person unique reference number	RP525496
Date of previous inspection	25 July 2013
Telephone number	01226 294604

Kendray & Worsbrough Sure Start registered in 2005. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one at level 7 and three at level 6. The nursery opens Monday to Friday, term time only. Sessions are from 8.30am until 12.15pm and from 1pm until 4pm, Monday to Thursday, and 12.45pm until 3.45pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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