

Thorncliffe Barn

Thorncliffe, Hollingworth, Hyde, Cheshire SK14 8JJ



Inspection date

8 August 2019

Previous inspection date

6 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

This provision is good

- The way that staff use the outside play spaces, with children of all ages, is a particular strength of this nursery. Children are very confident. They develop a good understanding of the natural world and strong problem-solving skills.
- Staff plan challenging activities based on children's interests. They understand how children learn through play and actively encourage children to explore and experiment as they learn new skills. This prepares children well for their eventual move to school.
- Children develop a strong ability to care for, and empathise with, others and living things. They are able to help look after the nursery's chickens and tortoise. They regularly visit a local care home and senior school and enjoy spending time with their older friends.
- Partnership working is strong. Staff make good use of their links with other professionals to enhance provision for children. They are successful at sharing information with parents and engaging them in their child's ongoing learning. Parents praise the 'friendly and amazing staff' and comment on the homely atmosphere and how teaching follows children's interests well.
- The nursery reflects the diversity of children's home lives, and staff successfully help children to learn about people and communities beyond their own experiences.
- Sometimes, staff do not focus sharply enough on the information gained from observations and assessments to prioritise children's next steps in their learning to help them make the best possible progress.
- The manager completes regular supervision meetings with staff. However, she does not consistently focus on staff's professional development to further improve the quality of teaching.

What the setting needs to do to improve further

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

- make better use of assessment to plan precise next steps to help children to make more rapid progress in their learning
- broaden the opportunities for staff training and development to build on the good quality of teaching.

Inspection activities

- 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 account of the views of parents through written and verbal feedback.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and her deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.

Inspector
Kay Heaford

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of what would constitute a safeguarding concern. The manager considers risks and ensures children are well supervised. Staff morale is high and a shared drive to achieve the best outcomes for children is a golden thread of this good-quality nursery. Staff receive good levels of support and coaching during supervisory sessions and appraisal meetings. Staff are very motivated. They work closely with local schools to exchange information so children's learning can be fully supported. Parents' views are considered, resulting in good levels of engagement. For example, staff support the emotional well-being of children and introduce new storybooks for them to identify with.

Quality of teaching, learning and assessment is good

Staff know the children well and demonstrate a good understanding of how children learn. They use children's spontaneous play to plan activities to support their interests. For example, they are prompt to respond when children request to feed the chickens and make good use of the opportunity to focus on mathematics. Staff ask children to compare a small and large handful of food and then count the chickens together. Staff support children's literacy well. They use stories and songs to help to promote children's understanding of letters and sounds. Staff are enthusiastic role models for children. Learning is seen as an exciting adventure which staff and children undertake together.

Personal development, behaviour and welfare are good

Children behave well and demonstrate a kind and helpful attitude towards staff and each other. Children undertake a number of roles within the nursery. This helps them to achieve a sense of pride and responsibility. Staff provide children with an abundance of praise and encouragement to keep them motivated and eager to join in. They sensitively support children when they first start and gather detailed information from parents to support the transition process very effectively. Staff positively contribute to children's good health and well-being. Children benefit from fresh air daily and relish the vast array of outdoor and first-hand experiences that staff provide. For example, children enjoy building dens, making mud pies and riding on ponies during daily activities.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They are acquiring the skills they need for the next stage in their learning. Children develop self-care and independence from an early age. The consistent approach from all staff to being courteous and kind further promotes children's social and emotional development. Children listen carefully and follow instructions of increasing complexity. They develop strong relationships with staff and enjoy spending time with their friends in this very caring and welcoming environment.

Setting details

Unique reference number	312316
Local authority	Tameside
Inspection number	10060245
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	36
Number of children on roll	46
Name of registered person	Savage, Maureen
Registered person unique reference number	RP512903
Date of previous inspection	6 February 2015
Telephone number	01457 763 412 and 01457 764 354

Thorncliffe Barn registered in 1992. It operates from a converted barn in the Mottram area of Tameside. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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