

Inspection of Priory Family Centre

Priory Campus, Pontefract Road, Lundwood, Barnsley, South Yorkshire S71 5PN

Inspection date: 11 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Managers and staff provide a small, friendly and very welcoming nursery for children and their families. Children thoroughly enjoy the time they spend at nursery. Staff offer resources such as natural objects, seasonal vegetables and real kitchen utensils that children are familiar with. Children are curious and quickly become busy and engaged in play. They confidently cut carrots and potatoes, pretend to wash them in colanders and mix them together in pans. Children confidently state, 'It's stew'. They show good levels of imagination and concentration as they persist in the tasks they set themselves. Staff ensure that children have plenty of time to play and explore without interruption.

Staff are good role models for children and have high expectations of their behaviour. They consistently help children to behave well. Staff discuss feelings and encourage children to identify how they and others feel. Children are confident and display very assertive behaviour. For example, they say 'No thank you' if another child tries to take their play dough. They also show empathy and kindness. For example, when playing outdoors in the snow, older children take off their own hats and wrap the dolls up to help keep them warm. Children feel happy and safe in the nursery.

What does the early years setting do well and what does it need to do better?

- Children settle quickly in nursery and build strong emotional attachments to their key person. Staff gather detailed information from parents about their children's development when they first start to attend. They use this information well to support children's individual learning needs and interests.
- Managers and staff provide an inclusive environment for all children. They provide effective support for vulnerable children who have a difficult start in life. Staff quickly identify children with special educational needs and/or disabilities (SEND). They develop strong partnerships with a range of other professionals and implement shared and consistent programmes of support for children. Managers carefully plan how to spend additional funding to benefit children.
- Staff sing songs and rhymes each day, using an expressive tone of voice. Children develop their memory and good knowledge of a range of songs through constant repetition. They show delight when singing and doing the actions for songs and enthusiastically join in, pretending to be 'sleeping rabbits'.
- Staff read stories to children that capture their interest. Children concentrate well, sit beautifully and listen attentively. However, on occasions, staff do not give children enough time to process the questions they ask, think about what they wish to say and use language to express their own ideas.
- Children show high levels of motivation as they explore the winter weather outdoors. They catch the snow on their tongue, in their hands and in watering

cans. Staff help them to understand how the snow melts when it settles on their hands and on the wooden bench.

- Children's health and physical development are promoted well. Staff provide children with healthy and nutritious snacks. Children show high levels of energy and develop good coordination and control of their bodies as they play outdoors. Young children are determined to climb up wooden structures and show delight as they climb to the top and slide down. Staff praise their success.
- Staff have recently adapted snack time to encourage children to be more independent. For example, children pour milk from the jug and choose their own snack from the selection provided. However, on occasions, staff do not consistently have the highest expectations of children to manage their own self-help skills. For example, when preparing to go outdoors, staff collect the children's outdoor clothing. In addition, children sit on chairs with legs outstretched waiting for staff to put their boots on for them.
- Parents speak highly of the nursery and state, 'It's a brilliant place for children'. Staff provide regular updates for parents about their children's ongoing progress. They also share ideas with parents to help them support their children's learning at home. Partnerships with parents are strong.

Safeguarding

The arrangements for safeguarding are effective.

Managers provide staff and students with effective induction and supervision to help them understand their roles and responsibilities. All staff complete safeguarding training. They demonstrate a secure knowledge of safeguarding and child protection. Staff understand the possible signs of abuse and neglect that could indicate a child is at risk of harm. They respond swiftly and report any concerns about children's welfare to relevant agencies. Managers keep detailed records of any concerns. Staff are vigilant and implement robust risk assessments to help ensure that children are always cared for in a safe environment.

What does the setting need to do to improve?

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

- raise the standards of teaching even further, particularly in developing a deeper understanding of how to further extend children's speaking and vocabulary skills during activities
- maximise opportunities for children to consistently develop their capabilities in managing their own self-help skills before providing assistance.

Setting details

Unique reference number	302819
Local authority	Barnsley
Inspection number	10061465
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	22
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Telephone number	01226 770619
Date of previous inspection	26 January 2016

Information about this early years setting

Priory Family Centre registered in 1995 and is situated in Barnsley. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including one who holds early years teacher status and a level 7 qualification. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 4pm. The nursery provides care for children with SEND. The nursery also provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Sugden

Inspection activities

- The room leader and the managers completed a learning walk with the inspector and discussed how the curriculum is organised.
- The inspector had discussions with parents, children, staff, students and local authority consultants during the inspection and took account of their views.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held meetings with the managers and the room leader. She reviewed the safeguarding policy and the suitability checks for all staff, managers within the organisation and students.
- The inspector carried out a joint observation of practice with the managers.

We carried out this inspection 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.

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