

# Inspection of Grimethorpe Family Centre

Milefield Primary School, Milefield Lane, Grimethorpe, Barnsley, South Yorkshire  
S72 7BH

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Inspection date: 15 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Leaders have failed to ensure that those who are responsible for safeguarding have the skills, knowledge and understanding they need. As a result, the safety of children at the setting is compromised. Despite this, children enjoy their time there and make good progress in their learning and development.

Staff have high expectations for all children. Children with special educational needs and/or disabilities are very well supported. Staff observe children to find out what they already know and can do. They have a good understanding of how children learn. This means staff know what children need to learn next. Staff skilfully support children's interests so that children make good progress through activities they enjoy.

When children were unable to attend due to the COVID-19 pandemic, staff took home-learning packs to families. These included activity ideas, puppets and games relating to familiar stories. Due to the ongoing impact of the pandemic, parents do not enter the setting when they bring and collect their children. However, the setting provides regular stay-and-play sessions at other local venues, to allow social distancing. This means that staff can talk to parents about their children's learning and how they can share and support this at home.

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

- Leaders have a clear vision of what children need to learn and be able to do. They have carefully considered the learning needs of the children in their community. The curriculum is well planned so that children develop the skills they need. However, leaders have failed to ensure that all staff understand and implement safeguarding policies and procedures to ensure children are kept safe.
- Staff work hard to develop children's love of reading. They have carefully chosen high-quality children's books which promote learning. They lend both children's and adult's books for families to enjoy at home. Staff regularly read to children in a way that engages and excites them. Children listen intently and join in. They talk about the stories they know in their play. For example, children say that the rake is, 'like Alan's spiky teeth'.
- Children make good progress in their communication and language skills. Staff promote the language skills of less-able children by using short, repeated phrases. They also use picture cards and signing to support children's understanding. With more-able children, staff hold detailed discussions which extend their speaking skills.
- Children use their hands to explore different textures. They run down slopes, over humped bridges and through tunnels outside. They push toys with wheels,

skilfully moving around obstacles. Children make obstacle courses from crates and wooden beams. They walk along them, developing their balance. They add foam blocks and step over them, challenging themselves even further. As a result, children make good progress in their physical development.

- Staff introduce mathematical language during play. In the sand, they ask children if they think the buckets will be heavy. They compare the size of pebbles and sandcastles. They count as children add blocks to towers. This helps children to develop their understanding of mathematical concepts.
- Children behave well. They listen and follow adults' instructions. Staff consistently support children to recognise and name their own feelings. Children look in mirrors and practise 'happy' and 'sad' faces. They talk about what made them happy today. Children say that, 'finding treasure, sand and sunshine,' made them happy. When children get upset or worried, staff help them to calm down. Children use boxes of favourite activities to calm themselves or jump on a trampoline until they can focus again.
- Children are deeply engaged in their play. They concentrate for long periods. They create elaborate courses to roll pebbles down using plastic tubes and other items outside. Staff help them to predict what might happen. When the tubes fall, or the pebbles will not roll, children do not give up. They keep trying different ways to make it work. When they succeed, they smile with great pride and tell the inspector to, 'look!'.
- Staff help children to be healthy and independent. Children choose from a range of healthy foods at snack time. Staff introduce new foods to children in the role play area. Children pretend to feed butternut squash to dolls. Staff talk to children about good oral hygiene. Children practise brushing pretend teeth in their play. When children use the toilet, staff ask them what they need to do next. Children remember that they must wash their hands and do so independently.
- Leaders are aware of the pressures on staff and actively try to support their well-being. They talk to staff each day about their role and children's development. They evaluate staff's practice and offer relevant feedback, training and support to continually improve this.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff have a good understanding of the possible signs and symptoms that a child may be being abused. However, when designated safeguarding leads (DSL) receive information that a child might be at risk of harm they do not follow local safeguarding partnership procedures to report this. Furthermore, DSLs do not consider all of the information they hold about a child, such as attendance records, accidents and injuries, and family circumstances, to help them identify when children may be at risk of harm. They do not identify children and families who might benefit from early help from external support services. Leaders fail to keep required information about the children in their care. They do not record details of all parents who have legal parental responsibility for children, or details of who the

child normally lives with. Additionally, those who are responsible for checking the ongoing suitability of staff do not have the relevant knowledge and understanding to do so. They are not aware of the things which may make a person disqualified from working with children under the Childcare Act 2006. As a result, they would not recognise when a member of staff may be disqualified and take appropriate action to safeguard children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that designated lead practitioners for safeguarding have the skills, knowledge and understanding required to fulfil their role effectively, including being alert to, and reporting, any child protection concerns without delay, in line with local safeguarding partnership procedures	29/03/2022
ensure that those responsible for checking the suitability of staff are aware of the things which may mean a person is disqualified from working with children	29/03/2022
record for each child in your care, the name and address of every person who has legal parental responsibility for the child and details of which parent or carer the child normally lives with.	05/04/2022

## Setting details

<b>Unique reference number</b>	EY306050
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10220311
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Barnsley Metropolitan Borough Council
<b>Registered person unique reference number</b>	RP525496
<b>Telephone number</b>	01226 774030
<b>Date of previous inspection</b>	16 November 2016

## Information about this early years setting

Grimethorpe Family Centre registered in 2005. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 15.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Miall

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider and a notification from the provider.
- The assistant family centre manager, senior early years practitioner and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of outdoor play with the early years senior practitioner.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the assistant family centre manager and family centre manager about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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