

Inspection of Grimethorpe Family Centre

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

Inspection date: 27 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and smiling. They leave their parents without a worry, hang up their coats and bags, and go inside. Children enter a room that is well set out. It offers lots of opportunities for children to learn as they play and enjoy themselves. The day for them is enjoyable, and activities are well planned. They keep children focused and interested as they continue to refine existing skills and develop new ones. For example, children develop the small muscles in their hands and fingers. They draw, paint and manipulate soft dough. As a result, children perfect their pencil grip and control the movements they make. This helps to develop the skills they need for writing in the future.

Children sit in a large sandpit. They move the sand around with their hands, in their search for hidden toys. Children use their fingertips to brush the sand away, so they can identify what they have found. Practitioners ask questions to encourage children to use simple mathematical language. For example, children describe items as 'big' and 'small'. Children often join others in play as they seek to share experiences. For example, they dress up in items of school uniform and talk about the 'big school' they are going to soon. This shows they are building the confidence to form friendships and hold conversations.

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

- Leaders and managers show a clear understanding of what they want children to learn. They assess the needs of children, along with the findings from local schools. As a result, they have found a need to focus on children's communication and language, and social skills.
- Children with special educational needs and/or disabilities are well supported. Skilled practitioners are quick to identify when children need extra support. With cooperation from parents, they make the appropriate referrals to other agencies. This helps children get the support they need, to make the best progress they can.
- Children help themselves to cereal, pour their milk and butter their toast. Children use the toilet on their own and rarely need a reminder to wash and dry their hands afterwards. This shows children are independent and learning the importance of good hygiene practice.
- Children enjoy being outside. There is a wide range of experiences to interest them. Children who choose to ride bicycles are learning the value of time. They watch the egg timer run out and know it is time for someone else to have the bicycle. Practitioners support children who find this difficult. With help, they let another child have a go.
- During the pandemic, parents were not allowed into the setting. This helped to limit the risk of infection. After the national lockdowns, there was a period where

parents could go inside with children. However, it soon became clear that children did not settle as quickly. Parents no longer go inside with their children, and practitioners monitor the impact of this on children. Leaders and managers remain flexible towards the needs of individual children and their families. This process also helps children who are preparing to start school.

- Parents say that they are kept up to date with their children's achievements. They welcome the suggestions of activities they can do with their children at home. This helps to keep parents involved with their children's education. As a result, children continue to build on the skills they are learning in the setting, while at home.
- Practitioners complete peer observations alongside the manager. This helps them to compare and reflect on practice throughout the setting. The feedback given is positive, with any recommendations aimed at continuous improvement.
- Skilled practitioners support children's development. For example, they use good language, they question children and wait for their answers. However, not all staff are as confident as others when interacting with children who have limited vocabulary. This means that, occasionally, children are not challenged enough to make more rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads (DSLs) have made a concerted effort to improve practice and have addressed all the weaknesses identified during the last inspection. They understand the procedures they must put in place, should a child be at risk of harm. Records about children and their families include all the required information. Furthermore, the systems in place help to check children's attendance. DSLs are aware of the reasons for disqualification from working with children. Other practitioners know who to contact if they receive an allegation of abuse. They are aware of the 'Prevent' duty and why it is in place. This helps to ensure children's safety and well-being.

What does the setting need to do to improve?

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

- continue to track the quality of practitioners' interactions with children and help them to challenge and support children of all abilities.

Setting details

Unique reference number	EY306050
Local authority	Barnsley
Inspection number	10237075
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	41
Number of children on roll	37
Name of registered person	Barnsley Metropolitan Borough Council
Registered person unique reference number	RP525496
Telephone number	01226 774030
Date of previous inspection	15 March 2022

Information about this early years setting

Grimethorpe Family Centre registered in 2005 and is located in Grimethorpe, near Barnsley. The nursery employs eight members of childcare staff; all 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 from 12.30pm to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The assistant centre manager joined the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The senior early years practitioner observed a planned activity with the inspector and discussed the quality of education.
- The inspector held a meeting with the family centre manager, assistant centre manager, early start and families strategy and services manager, senior early years practitioner and early years consultant.
- The inspector looked at relevant documentation and evidence of the suitability of practitioners working in the setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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