

Inspection of Cawthorne Children's Centre

Taylor Hill, Cawthorne, Barnsley, South Yorkshire S75 4HB

Inspection date: 21 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make exceptional progress. They benefit from a child-centred and language-rich environment. Children are excited to attend as they happily enter the nursery and greet their friends. They quickly settle and join in activities of their choice. Staff know all the children exceptionally well. They have a detailed knowledge of what children are interested in and what they need to achieve next. Staff seamlessly weave this through everything that children do.

Staff have high expectations for children. They pitch their teaching at the highest level to engage children and support their learning. Staff confidently use visual prompts and strategies, including 'now and next' boards, as part of their communication and language programme. Children have great fun throughout the day with their friends. For example, they shout out in excitement as the milkshake makes a 'moustache' on their lips. Children feel extremely safe and cared for. They engage fully in all activities. Children's huge smiles and giggles of delight can be seen and heard throughout the day.

Children's behaviour is exemplary. They learn to manage their feelings and emotions, and they treat each other with kindness. For those children who enjoy some quiet, reflective time, staff have created a 'cosy corner'. Children flourish and have secure emotional attachments with nurturing staff. Children enjoy healthy, home-cooked meals and snacks. They are extremely independent. Children have responsibility for setting out the table for dinner. They delight in showing and counting the knives and forks, plates and cups as they set out places for their friends at the table. Children serve their meals and pour their own drinks. They thrive on responsibility and showing their capabilities.

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

- Partnerships with parents are exceptional. Parents speak highly of the relationships which staff form with their children to help them feel secure. They commend the extensive amount of information that they receive regarding their child's learning and development. Parents report that their children have made 'remarkable progress' since attending the nursery and welcome the activities and ideas of how they can further extend their children's learning at home. Parent feedback is continuously welcomed, reflected on and used to make improvements. As a result, parents emotively describe how staff show genuine care and affection for their children. They feel supported with any worries that they have about their children's health or development.
- Managers are highly skilled and share a clear vision for the intent of the curriculum with all staff. Over time, they have developed a unique and highly effective educational programme. All children are given time for focused small-

group activities to foster their numeracy and literacy skills. Staff embed this across the setting and ensure that children are exceptionally well prepared for their next stage in learning.

- Managers are exceptionally conscientious. They have an extremely good knowledge and understanding of what staff do well and the impact they make on children's learning. Highly effective support and teamwork mean that staff are incredibly happy. All staff are long-serving. They state that the setting is unique and that they love working there.
- Staff skilfully plan inviting indoor and outdoor environments that support children to develop in all seven areas of learning. Children connect with nature and are physically active in their play. They enjoy reading books in the cosy area, and they then retell these stories through their play. Staff weave mathematics through children's play. For example, children count in sequence to 10 and name colours when they take on a challenge of catching the balls from the guttering track.
- Children enjoy regular visits to the library and church and meet people from the community, such as paramedics or firefighters. Children learn about what makes them unique, alongside developing an appreciation of diversity and respect for others.
- Children's independence skills are supported superbly. Staff make offers of support clear, but allow children, including the youngest, the time to practise and try things for themselves. Children thrive because their key person quickly identifies gaps in their learning and plans carefully to provide opportunities that will help these gaps to close. Children with special educational needs and/or disabilities flourish. Staff are attentive to their individual needs and work closely with external agencies and parents to ensure that their needs are met.
- The quality of education which children receive is exemplary. The inspiring staff boast a depth of knowledge about how children develop. They use this to provide children with fun experiences to learn new skills. For example, children make potions using spoons and different-sized containers to transport their mixtures. Staff explain that this is to help children develop their coordination and arm muscles to transfer to other skills, such as pouring their own drinks.
- Staff help children to recall objects from stories and past activities. They recognise the importance of helping children to pronounce words correctly. Staff consistently speak clearly to help children to learn new vocabulary and develop fluent communication skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully committed to safeguarding the children in their care. They get to know the families of children well. Staff understand precisely what support children and their families need to help children thrive. All staff receive regular training to ensure that their knowledge is up to date. They are aware of contextual safeguarding issues affecting the local community and the impact these may have. Recruitment is carried out effectively, which helps to ensure that staff are suitable

to carry out their role. Children play in a very safe and secure environment.

Setting details

Unique reference number	302828
Local authority	Barnsley
Inspection number	10234473
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 at time of inspection	2 to 4
Total number of places	55
Number of children on roll	101
Name of registered person	Cawthorne Children's Centre
Registered person unique reference number	RP904002
Telephone number	07766715245
Date of previous inspection	7 March 2017

Information about this early years setting

Cawthorne Children's Centre registered in 1992 and is located in Barnsley. The nursery employs 25 members of staff. Of these, 19 are childcare members of staff. 18 staff hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Haddock

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.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with the senior leaders and looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector observed the quality of education and interactions during activities, indoors and outside, and assessed the impact 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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