

Inspection of Thurnscoe Family Centre

Thurnscoe Family Centre, Station Road, Thurnscoe, Barnsley, South Yorkshire S63 0JR

Inspection date: 2 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Staff provide children with a very safe, caring and nurturing learning environment. There is an effective key-person system in place, which provides consistency for children if their key person is off. Children have positive relationships with all staff. They settle immediately. Staff are affectionate to children, which is reciprocated. They provide support to children that are quiet and offer them reassurance. Staff provide safe spaces where children spend time with staff expressing their feelings. Children are encouraged to express themselves freely. Children are extremely happy and content and increasingly show high levels of confidence in social situations.

Staff have an ethos of encouraging children's curiosity in the setting. Children are encouraged to independently make their own choices and access all areas of an ambitious curriculum. Practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent. Staff are skilled in engaging in children's play and developing their learning. For example, children role-play hospitals. Staff engage in children's play and extend their learning. Children use bandages and pretend to treat sick dolls. Staff teach children about the heart and their pulse. Children learn rich new language, such as 'thermometer, temperature' and 'stethoscope'.

Staff have high expectations for children's learning and development. Children make excellent progress, including those children who speak English as an additional language and children with special educational needs and/or disabilities (SEND). Staff use visual prompts, sign language and sounds to communicate. This gives children a voice to access the curriculum.

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

- Children of all ages gain a deep understanding of mathematics. Children place different shapes on a peg board creating patterns, counting as they do so. Staff talk about the differences and similarities between shapes. Staff adapt activities and encourage children with SEND to make coloured patterns with pegs. Children remove and replace connecting pieces, developing their problem-solving skills. Staff support children to use weighing scales to measure out ingredients when making dough. Children excitedly sing songs to embed early numbers. Staff's intent and implementation of the curriculum are securely embedded consistently across the setting.
- Staff have a firm and common understanding of the curriculum intent and what it means. They provide children with exciting opportunities to develop and strengthen their large and small muscles. Children ride bicycles around tyres. Staff support younger children to climb through tyres and hop in and out of

them, first using two feet then one foot. Children learn how to balance when walking on beams. Staff hold younger children's hands then encourage them to try it independently. Children use wheelbarrows to transport items in the garden. Children are highly motivated and are very eager to join in.

- Children develop a love for reading. They access books frequently and share them with staff. Staff encourage parents to come into the setting and read to children in different languages. They use props, exaggerated voices and expressive facial expressions. Staff capture and maintain children's attention. They pause and children fill in the gaps. Children recall and tell parts of the story. They turn to their friends and act out the characters. This helps children to build on their language skills.
- Staff are highly successful at giving children experiences that promote an understanding of, and respect for, people and communities. Children take part in litter picking. They learn what happens to rubbish and what it does to the environment. Managers, staff, parents, and children work together to restore local wasteland and create an open space for learning in the community. Staff engage parents in outdoor learning. Together they read stories, have celebrations, and do arts and crafts activities in the outdoor community space. Children access the forest school. They make fires and cook pancakes. Children learn how to keep themselves and their friends safe.
- Staff are extremely skilled in the early identification of children's needs. They are trained in evidenced based early interventions, such as strategies to support children's early communication. Staff wait when communicating with children, providing opportunity for children to process information. They implement strategies consistently across the setting.
- Staff work extremely well with parents. They provide a whole family approach to the children in their care. Parents are part of their child's learning and progress. They set goals, create plans together and engage in activities in the setting. Staff share information through information boards, learning journals and meetings. Parents report that communication sharing and staff's support are excellent.
- Managers and staff are passionate and committed to providing high-quality care and education. They complete regular reviews of practice, which consider the views of staff, parents and children. They make positive changes, such as introducing reading club with parents of children who speak English as an additional language. Staff engage parents in their children's outdoor learning. Together, they read stories, have celebrations, and do arts and crafts activities on the restored wasteland.
- Managers ensure that staff receive focused effective professional development. They carry out regular peer observations to improve the quality of teaching. Staff have regular supervision sessions and appraisals. Staff feel valued and appreciated. This impacts on the care and education which they provide for all children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a key strength of the setting. Managers and staff keep children safe and promote their welfare exceptionally well. Children's voice is embedded in the setting. Staff ensure that children have opportunities to share their worries and feelings. There are clear processes in place to keep all children safe. Staff know how to recognise the signs and symptoms of abuse and neglect, and the referral process if they have concerns. They know how to recognise safeguarding issues, such as grooming, county lines and extreme behaviours and views. Staff provide significant information to parents on how to keep their child safe at home and in the community. They share information on internet safety, grooming, county lines and safe sleep.

Setting details

Unique reference number	EY340904
Local authority	Barnsley
Inspection number	10304804
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	36
Number of children on roll	39
Name of registered person	Barnsley Metropolitan Borough Council
Registered person unique reference number	RP525496
Telephone number	01226 775885
Date of previous inspection	1 February 2018

Information about this early years setting

Thurnscoe Family Centre registered in 2006 and is located in Barnsley. The setting employs nine members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, during term time. Sessions run from 8.30am until 11.30am on Monday to Friday, and from 12.15pm until 4pm on Tuesday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jackie Ward

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023