

Inspection of Cawthorne Road Day Nursery

24a Cawthorne Road, Barugh Green, BARNSELY, South Yorkshire S75 1LQ

Inspection date: 30 January 2024

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 blossom in the nurturing 'family' environment of the nursery. They show that they feel completely secure and cared for as they confidently explore and investigate exciting resources inside and outdoors. For example, children happily search for bugs in the 'secret garden'. They independently collect water in cans from the barrel and explain that they use rainwater to save a precious resource. Children talk enthusiastically about past experiences through the seasons, such as growing 'massive' pumpkins and harvesting apples to take home. These activities help children gain an appreciation for the wonders of the world around them. Babies and toddlers enjoy outdoor play daily and relish meeting up with older children. They are closely supervised by staff at all times to ensure their safety while they develop their excellent physical skills.

Experienced staff gather extensive information about each child from the start and know children extremely well. They use this detailed knowledge of each unique child to provide an ambitious and structured curriculum. Staff skilfully break down each basic skill into steps that children can achieve until they reach their goal. All children make outstanding progress, including those with special educational needs and/or learning disabilities. Children demonstrate a wonderfully positive approach to their learning. They concentrate very well indeed, show great curiosity and are keen to 'have a go'.

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

- Children develop extensive skills and knowledge across all areas of learning, in preparation for their move to school. Expert staff prioritise providing children with first-hand experiences. For instance, children observe daffodils before creating their own paintings. Staff talk with children about what they see and introduce new words. They know when to intervene and when to allow children time to think creatively for themselves. Staff value children's thoughts and ideas highly.
- Staff are keen for children to develop firm friendships. Children have great fun as they join in group games that help them get to know each other. One example of this is when they take turns to hide under a large scarf. Children delight in being 'discovered' as their friends sing their names.
- Children's behaviour is exemplary. Staff are marvellous role models who support each other highly effectively, as well as children and families. They praise and encourage children which supports their strong self-esteem. They work strongly as a team to ensure a consistent approach to any challenges. Children respect agreed boundaries and follow simple rules. They regulate their own behaviour with gentle reminders from staff.
- Babies and toddlers recognise familiar songs, joining in with words and actions

with glee. For example, they say 'star' when requesting 'Twinkle, Twinkle Little Star'. Throughout the nursery, staff pass on their love of books to children, in both one-to-one situations and in groups. Children learn to use books for reference, for example, when making dough models of bugs. They always have access to mark-making resources. Pre-school children eagerly practise their writing skills. They proudly select their name card to register attendance. Children develop excellent early literacy skills.

- Partnership working with parents is remarkably good. Parents say all staff are 'amazing'. They approach any member of staff to discuss their child's well-being and development with confidence. They comment that they feel extraordinarily well informed about what their child is learning and why. The impressive high quality of communication ensures that parents are able to continue children's learning at home.
- Children benefit from inviting and nutritious snacks and meals, with a choice of water or milk to drink. Staff use routines to help promote children's comprehensive independence skills. For example, older children match cups and bananas to each seat at the tables, while counting. This helps children to practise their early mathematical skills. Staff talk to children about where bananas come from and ask them questions about their colour and shape. They expertly and seamlessly weave learning opportunities throughout children's play.
- The nursery is highly inclusive. Staff work very closely with other settings and professionals, to ensure there is early intervention for children with special educational needs and/or disabilities. They actively seek support from the local authority development officer. Staff carry out regular checks on, for instance, the development of children's communication and language skills. They take prompt action to narrow any gaps. Children are superb communicators. They chat animatedly with each other as well as with adults. Babies point and babble happily as they play.
- Children go on outings with staff into the wider community. This helps to broaden their understanding of the world. For example, they write Christmas cards for their families and take them to the local post box. This also helps them to recognise the meaning and purpose of print.
- Since the last inspection, the dedicated managers have worked tirelessly to maintain the outstanding quality of provision. One example of this is when managers completed a review of assessment information to simplify ways of recording children's achievements. This allows staff more time to interact with children. Managers promote staff well-being and targeted professional development highly effectively. Almost all of the staff have worked at the nursery for many years. Interactions between staff and children are consistently positive. This is an impressive learning environment. Managers continuously focus on developing the nursery. For instance, they intend to enrich learning opportunities, for those that prefer to learn outside, even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	302829
Local authority	Barnsley
Inspection number	10305589
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	Tasker, Julie Lesley
Registered person unique reference number	RP512150
Telephone number	01226 390070
Date of previous inspection	27 February 2018

Information about this early years setting

Cawthorne Road Day Nursery registered in 1991 and is located in Barnsley. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 spoke to several parents during the inspection and took account of their views.
- Staff and children spoke to 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of a communication and language activity with the manager.

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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