

Thornton Lodge Early Years Centre



Thornton Lodge Community Centre, Brook Street, Thornton Lodge, HUDDERSFIELD, HD1 3JW

Inspection date	28 November 2016
Previous inspection date	9 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff complete regular observations and assessments of children's learning, and use them well to check and track children's individual progress.
- Staff create a warm, friendly and stimulating environment. Children develop good independence while they confidently choose what they would like to do.
- Strong partnerships with other professionals help to provide continuity in children's learning and their individual care. Children who have special educational needs are exceptionally well supported, in order to reach their potential.
- Children behave well. They cooperate, share and play harmoniously together. Staff are good role models and promote children's positive behaviour.
- The staff team is dedicated and knowledgeable. They are ambitious and have high expectations of the children. Staff regularly reflect on their practice and the manager uses self-evaluation effectively to continually improve the provision.
- All children, including those who speak English as an additional language, make good progress in their learning given their starting points and capabilities.

It is not yet outstanding because:

- During some adult-led activities, staff do not focus their attention enough to support the quieter children to share their thoughts and ideas.
- Professional development opportunities for staff are not sharply focused on improving the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- focus the professional development opportunities for staff more on raising the quality of teaching to an even higher level
- provide more support for the quieter children to become engaged and share their thoughts and ideas during group activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working in the nursery. The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs and symptoms of potential abuse. They know the correct procedures to follow to protect children from potential harm. All staff are trained on all aspects of safeguarding, including identifying ways to prevent children being involved in events that could cause them harm. Staff carry out good risk assessments and check the outdoor areas before taking children outside. There are robust procedures in place for the recruitment of staff. Ongoing checks are completed to ensure that staff continue to be suitable to work with children. Comments from parents are very positive regarding the level of support that staff provide for individual children.

Quality of teaching, learning and assessment is good

The majority of staff are well qualified and have a very good knowledge of the developmental needs of the children they care for. When children join the nursery, staff quickly and accurately gather information about their starting points. Staff plan and provide activities that promote children's next steps in learning. Children enjoy interesting creative activities that allow them good opportunities to experiment with different media. While painting they choose whether to use a brush, their hands, or both and explore freely with the paint. Children delight as they explore cause and effect, pouring water over a wheel to make it turn. Staff encourage children to count and introduce mathematical language to describe capacity, such as empty and half full. Children have a wonderful time as they play with dough. They make links in their learning as they go to the home corner to find a baking tray to make cakes. This leads on to discussions about celebrations at home. Children learn about diversity, enhancing their understanding of lifestyles beyond their own. They develop an understanding of each other's similarities and differences.

Personal development, behaviour and welfare are good

The established key-person system helps children to form close emotional attachments with staff who effectively support them in their play. Staff encourage children's understanding of healthy lifestyles. For example, they provide children with plenty of nutritious snacks and drinks. Children know that they need to wash their hands before eating and after playing outside. Staff support children in preparation for their move on to other educational settings. For example, teachers are invited to the nursery to meet the children, and staff provide reports in readiness for school. Staff teach children about safety well. For example, staff talk about how to hold the scissors safely when cutting.

Outcomes for children are good

Additional funding has been spent on resources for children to access the outdoor provision. This was identified as a weakness in the educational programme for children who prefer to learn outside. Now, children have many opportunities to access this area. They wear waterproof clothing and Wellington boots when the weather is bad. Children enjoy activities where they can manage their own risk. They line crates up together and balance across them, seeing how far they can jump when they get to the end. Children are well prepared for their next steps in learning, including their move on to school.

Setting details

Unique reference number	EY428077
Local authority	Kirklees
Inspection number	1059912
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	48
Number of children on roll	74
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	9 October 2012
Telephone number	07981048615

Thornton Lodge Early Years Centre was registered 2011. It is managed by the Pre-school Learning Alliance. There are currently 20 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The nursery is open on Monday to Friday, term time only. Sessions operate between 9.15am and 4pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children who have special educational needs.

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