

# Northern College Children's Centre

Northern College, Wentworth Castle, Lowe Lane, Barnsley, S75 3ET



<b>Inspection date</b>	26 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders have excellent partnerships with other early years professionals and outside agencies. Priority is given to the sharing of accurate information. This helps to secure a consistently high level of support for children and families who need it.
- Staff interact exceptionally well with babies and toddlers, and they are very focused on promoting their overall development. They constantly talk to babies about what they are doing and introduce new words and sounds. Staff babble back to the babies and repeat the sounds they make. This helps to promote children's speech and language skills.
- Staff focus on making the transition to school as seamless as possible. They contact local schools, invite teachers into the setting and share appropriate information about each child they will be receiving. This helps to ensure any extra support that the children and their families need continues.
- Any gaps in children's learning and development are identified quickly. The decisive action taken and the keen monitoring of the impact on children's development clearly demonstrate that gaps are steadily closing.

### It is not yet outstanding because:

- Leaders have not fully focused on raising the quality of teaching and increasing the potential for children to achieve rapid progress in their learning.
- On occasions, older children do not have the time to represent their own ideas and think about where they may go with an activity before they are directed into another.

## What the setting needs to do to improve further

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

- support professional development more effectively and increase the potential to raise the quality of teaching and achieve excellent outcomes for all children
- help staff recognise when to give children time to think about what they are doing and represent their own ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, and evidence of the suitability of staff working in the setting. The inspector discussed the setting's self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

### Inspector

June Rice

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of child protection and keep up to date with current safeguarding issues. They are very clear about the procedures they must implement to safeguard children. Recruitment of staff helps to ensure adults are suitable to work with children. The turnover of staff is low and staff work well as a team. Parents talk very highly of the quality of their children's care and learning, and welcome ideas provided to help them continue with their children's learning at home. Leaders are focused on the safety of children in all areas. They have successfully addressed concerns with the college about a smoking shelter that was situated outside the setting and it was subsequently removed.

### Quality of teaching, learning and assessment is good

The experienced and well-qualified staff make accurate and sensitive assessments of all children's progress. Parents are fully involved and are invited into the setting to discuss their children's development, including what they need to learn next. Children are physically active. They run hard and fast during an outside game, and skilfully avoid bumping into each other. Children count their jumps and rise to the challenge to jump higher and lower. Staff talk about the effect of exercise and get children to feel the change in their own heartbeat. Children join in activities that help them to refine their pronunciation. They learn about the wider world and a respect for others. Children make a dragon mask as they learn about Chinese New Year and use chopsticks to eat noodles.

### Personal development, behaviour and welfare are good

Staff make good use of the local grounds to widen children's experiences and support their learning. Children are valued and their work and photographs are prominently displayed. Staff are excellent role models. They allow children to try to resolve their own differences, giving support from a familiar person when needed. This helps children to learn how to cooperate with others. Key persons have excellent working partnerships with parents who are very reassured by the strong bond their children have developed with them. Babies and toddlers emotional development is constantly promoted through playful learning and lots of support and encouragement. They absolutely thrive on the freedom they have to explore; they enjoy cuddles and are provided a comfortable area that aids fitful rest and sleep. Children benefit from freshly cooked meals that cater for all dietary needs. Children learn the importance of exercise and good hygiene practice through their daily routines, for example brushing their teeth after meals.

### Outcomes for children are good

Children make good progress from their starting points and develop the skills they need for the next stage in their learning. Children are independent and well motivated. They become confident communicators and good listeners. Children make good use of an environment they find interesting. They enjoy early counting and problem solving. Babies walk along low-level furniture and with support they quickly develop the confidence to take independent steps. Babies repeat the simple words they hear and respond to their name being used.

## Setting details

<b>Unique reference number</b>	EY482691
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	994866
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	44
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Northern College For Residential Adult Education Limited (The)
<b>Registered person unique reference number</b>	RP534080
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01226776011

Northern College Children's Centre was registered in 2014. The setting employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Sunday and all year round, except for the bank holidays, Easter and two weeks at Christmas. Sessions are from 9.15am until 5.30pm Monday to Saturday, and 9.15am until 1.30pm on Sundays. The setting provides funded early education for two-, three- and four-year-old children.

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