

Inspection of St. Martins Day Nursery

Pontefract Road, Barnsley, South Yorkshire S71 5PN

Inspection date: 16 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive excited and ready to learn at this setting. Staff greet children warmly at the door. They communicate with parents and carers about what children have been doing outside of the setting. Children separate from their parents with ease and enthusiastically join in with the activities that are provided. When children first join this setting, staff adapt the settling-in sessions to suit each child's needs. Staff use these sessions to begin to create relationships with children and their families.

All staff know children well. Children are happy to approach staff when they need support. Leaders plan a curriculum that ensures that children are ready for the next stage in their education. They plan a learning focus for each room, and each child has a next step relevant to their current skills.

Children behave well. They share resources and are aware of rules in the setting. For example, children know no more than four children can fit safely around the sand tray. Because of this, children wait patiently exploring other areas until their turn. Children show resilience when building towers. They laugh when the tower leans and work together to ensure that it stays standing. Children show good levels of perseverance.

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

- Staff are happy at this setting. Leaders manage staff's workload to prioritise their teaching and children's learning. Staff receive the opportunity to put forward their views during regular staff meetings, where leaders ask for feedback on their workload. Staff complete regular training in areas they want to improve. Leaders reflect on this training and ensure that it improves staff's practice.
- Children are able to be physically active. They explore a spacious outdoor area where they can climb and balance. When children do not want to go outside, they can explore a soft-play area inside. Leaders have considered the weather when improving the baby room. For example, babies are able to explore outside with a shelter to ensure that they can stay dry during poor weather.
- Staff focus on children's language and communication skills. They promote a love of reading, and staff regularly read stories to children. Children can name their favourite books, showing they are exposed to them frequently. Staff narrate on children's play and introduce new vocabulary to children. However, occasionally, they do not give younger children time to process questions, in order to respond. This means that children do not consistently have the opportunity to repeat new vocabulary and learn to take turns during conversations.

- Children have a good relationship with all staff. Babies smile when they see staff's reflection in the mirror. Older children seek out staff to show them things they create. However, the key-person system is not always consistent. Sometimes parents and staff are not always aware of who a child's key person is and their next steps in development. This does not ensure continuity of learning between the setting and home.
- Staff engage with multiple agencies to support children, their welfare and their learning. They create effective links with local schools to support children with this transition when they leave. Parents comment that the setting is 'supportive' of change and children's well-being is a priority for leaders and staff.
- Overall, leaders and staff place a large focus on relationships with parents. They provide resources for parents to use at home. For example, the setting offers a lending library at the entrance. Parents can choose books with their children and take them home. Leaders also provide toothbrush packs that include a toothbrush, toothpaste and information on the importance of children regularly brushing their teeth. This promotes good oral hygiene.
- Staff give children the opportunity to develop their independence skills. Children serve their own drinks and food during snack time. Staff sit and eat with children, modelling good table manners during lunchtime. Mealtimes are a calm and social time where children engage in conversations with their friends and staff.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- ensure that questioning during younger children's play gives them the time to think and then respond
- strengthen the key-person system, so staff and parents are aware of who a child's key person is and what their next steps in development are to support children's learning.

Setting details

Unique reference number	EY258082
Local authority	Barnsley
Inspection number	10392457
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	0 to 11
Total number of places	70
Number of children on roll	99
Name of registered person	St. Martins Day Nursery Partnership
Registered person unique reference number	RP904915
Telephone number	01226 244 322
Date of previous inspection	23 August 2019

Information about this early years setting

St. Martins Day Nursery registered in 2003. It is situated in a purpose-built premises in the Lundwood area of Barnsley. The nursery employs 19 members of childcare staff. Of whom, 15 staff hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Abby Clarkson

Inspection activities

- The owner joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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