

Inspection of Elsecar Nursery

Elsecar Nursery, Church Street, Elsecar, Barnsley S74 8HS

Inspection date: 22 January 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Leaders value parents' role in their children's early learning and work closely with families to give children the best possible start in life. For example, information sessions help parents to better understand how to support children's health and well-being and to contribute to their early education. Additional funding is used well, for example, to ensure that children have nutritious meals. There is a clear priority in the nursery to build children's confidence and support their emotional well-being. Staff form warm relationships with children and provide personalised support for children with a wide range of needs. They support all children very well to be healthy, to feel safe and secure and to be ready to learn.

The curriculum is centred around children's interests. Staff provide a balance of adult-led activities and opportunities for independent play. This contributes to children's motivation, and they are consistently engrossed in their learning. Staff know what children need to learn next. They involve themselves in children's play to help them to learn more. This contributes to the good progress that all children make. Children are curious and eager to learn. For example, they talk excitedly about the changes they see while observing ice as it melts. They enjoy searching for creatures in the garden and checking them off their list.

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

- Staff know children well. They observe them at play and plan carefully to help them to learn more. They quickly identify where best to focus their teaching. For example, they provide more opportunities for large physical play, such as climbing and pedalling bikes, for children who need to further develop their strength and coordination. This helps to ensure that children make good progress across all areas of learning.
- Daily, routine activities play a key role in the delivery of the curriculum. Staff involve children in 'wake up, shake up' activities each morning to prepare them for their day ahead. They support children during small-group times to develop their attention spans and listening skills. Children help to plan their day and are able to choose to play indoors or outdoors. This helps to ensure that children are able to learn in a way that matches their interests and preferences.
- Children are confident and articulate talkers. Staff have high expectations for children's language development. They involve them in lively discussions, narrate their play and model new words consistently. Children eagerly join in with songs and rhymes and listen intently when staff read to them with great enthusiasm. They develop a broad and varied vocabulary, which provides a good foundation for later learning.
- Leaders review practice and have made improvements, including enhancing provision across the nursery for children's independent play. However, although

children show a keen interest in exploring, for example with paint, opportunities for them to be freely creative are, at times, limited. Some creative activities are overly directed by staff or do not appeal to the children. For example, when simple 'glue and stick' activities are repeated, children do not choose to join in or lose interest quickly.

- Staff feel valued, and their morale is high. Leaders provide staff with frequent support and supervision. Staff have access to a range of professional development opportunities. However, leaders do not monitor these arrangements closely enough to ensure that they lead to ongoing improvements to the quality of education.
- Children have an excellent understanding of the nursery's 'golden rules'. They tell adults that 'please' and 'thank you' are kind words. They share responsibility for keeping the nursery safe and organised by reminding one another to 'choose it, use it and put it away'. Alongside staff's guidance and gentle reminders, this contributes to the highly positive behaviours that children consistently show.
- The happy atmosphere in nursery is filled with praise and encouragement. Staff are extremely aware of children's individual circumstances and the impact this can have on their well-being and early learning. They are greatly attentive and sensitive to children's needs and feelings. Children form warm and trusting relationships with staff. For example, they take their hand to come and join them in their play.

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:

- enhance children's opportunities to explore and experiment during creative activities
- monitor and review the arrangements for professional development and focus more precisely on continuously building on the already good quality of education.

Setting details

Unique reference number	EY541622
Local authority	Barnsley
Inspection number	10368398
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	26
Number of children on roll	50
Name of registered person	Elsecar Community Nursery
Registered person unique reference number	RP541621
Telephone number	01226 740202
Date of previous inspection	19 March 2019

Information about this early years setting

Elsecar Nursery registered in 2016 and is located in Barnsley. The nursery employs 14 members of staff, of whom 12 hold early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 8.30am until 3.45pm, term time only. It offers government funded early education sessions and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- 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 deputy manager and the inspector observed and evaluated a creative activity together.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The manager talked to the inspector throughout the day about leadership of the setting. She provided relevant documents for inspection, including evidence of the suitability checks carried out on staff.
- The inspector spoke to a number of parents and took account of their views.

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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