

# Furness Childcare @ Newbarns

Inspection report for early years provision

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**Unique reference number**

EY380593

**Inspection date**

09/12/2009

**Inspector**

Valerie Block

**Setting address**

Newbarns Primary School, Rising Side, Barrow-in-Furness,  
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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Furness Childcare @ Newbarns is an out of school club which was registered in September 2008. It is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. It is one of three settings privately owned by Furness Childcare Limited. It operates from a playroom in a children's centre adjacent to Newbarns Primary School in Barrow-in-Furness, Cumbria. A maximum of 19 children may attend the club at any one time. Children are admitted from the age of four to 11 years. There are currently 28 children on roll and the setting supports children with special educational needs and/or disabilities.

The setting is open each weekday from 7.30am to 9.00am and from 3.15pm to 6.00pm in term time only. All children share access to an outdoor play area and they also have access to part of the school outdoor play area. The setting is open to children from Newbarns Primary School as well as children from neighbouring schools. There are two members of staff who work with the children. Both staff hold appropriate early years qualifications and one of them also holds a degree in Education and Social Care.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well settled and are making good progress at this welcoming, inclusive setting. Staff are well aware of children's individual profiles and interests through discussion with parents and the host school that all the children attend. There is good liaison with the school to provide continuity and coherence for children. Staff are, in the main, aware of the setting's strengths and areas for improvement, although evaluation shows some weak areas. Since the last inspection, the setting has shown significant improvement leading to better outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review procedures to ensure outdoor security by ensuring that security systems are always in place
- improve the availability of equipment for children to promote their understanding of diversity
- develop the use of self-evaluation, using information from all interested parties, to reflect on practice in order to maintain continuous improvement.

## **The effectiveness of leadership and management of the early years provision**

Children are very safe as there is a good recruitment procedure in place to ensure that persons working with children are suitable. Children benefit from the staff

group holding qualifications in early years care and education and having a competent knowledge of the Early Years Foundation Stage. Key staff have a good understanding of safeguarding procedures and have received relevant training. Inclusive policies and practices are in place to welcome everyone and support all children. For example, there is good access to the building for people with disabilities. However, play equipment to promote children's understanding of diversity is limited. Risk assessments are in place to keep children safe, although there is a minor security issue in the outdoor play area. Furness Childcare staff have forgotten to lock gates in the school yard on the day of inspection. There is a satisfactory range of accessible, suitable equipment for children and the club are also able to use the school's resources as well as borrow resources from another nursery in the town to augment their own provision for children's benefit. There are good procedures in place to prevent cross-infection and the premises and equipment are very clean. The organisation shows a commitment to and capacity for improvement. The registered person and staff group have worked very hard since the last inspection to improve the performance of the group and continue to consider future action to improve outcomes for children. However, the self-evaluation system does not include all relevant interested parties' views sufficiently and is incomplete in parts. Actions for the future have been made and some met within a short timescale to improve outcomes for children, such as additional medical training for staff.

Parents advise that they are very happy with the service they and their children receive and feel very welcome. They note that the setting is very flexible in meeting their needs. Notice boards provide a good amount of information for parents to inform them about the setting. The setting has made good links to exchange information with the host school about children and the school's procedures so children receive complementary care between the two settings. Required documentation is kept well and the setting has developed other records, such as diaries, that are completed by school staff and club staff, to help meet children's needs.

## **The quality and standards of the early years provision and outcomes for children**

Warm relationships are developed with children and staff value each child as a unique personality. Children are making good progress and show self-confidence and interest as they eagerly explore their play environment and enthusiastically join in with activities. Children happily go to the toilet on their own and put on their own coats for outdoor play. Staff have a good understanding of the areas of learning and use observation and assessment to plan for each child's next steps in learning and development, using information from the host school and the parents. Children are supported well in their activities as staff are quick to give any support and encouragement needed. Younger children receive good attention when they join in with older children in joint activities. The learning environment is very bright, with children's work displayed to good advantage. It is organised to help children independently choose activities. Planning follows through children's interests and allows for children to bring ideas to the group. Children have immediate access to a small outdoor area and also have use of the school yard

every day, so children are able to get exercise and fresh air regularly and are able to choose when they play outside.

Children enjoy games outside and play cooperatively together following rules and enjoying running about in the fresh air. They develop communication skills as staff ensure every child is encouraged to speak about their news and home life. Children thoroughly enjoy creating their own games using construction equipment, and acting out stories cooperatively. They play games together, learning about taking turns and numbers. All enjoy a cooking activity where children measure ingredients and make cakes to decorate the next day.

Children eat healthily as the setting encourages healthy eating. Staff know children's health needs and allergies and so children's health is protected. Children learn to keep themselves healthy as they are reminded to wash their hands before meals. Children begin to learn about keeping themselves safe as staff remind children of risks in their environment. Children behave very well as the staff promote a positive environment where people value and look after each other. They have introduced systems used within the school to encourage thoughtful, caring behaviour and this helps children make the transition from school to club easily. Children are learning to respect the environment as the club continues school practices regarding saving resources. The setting provides electronic toys to help children become skilled in using technology to promote economic well-being in later years.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met