

# Maryport Child and Family Centre

Inspection report for early years provision

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**Unique reference number**

EY273826

**Inspection date**

22/11/2010

**Inspector**

Carys Millican

**Setting address**

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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).

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**

Maryport Child and Family Group is run by Barnardos and is part of the services available for children and families under West Allerdale Children's Centre. It opened on its present site in 2002 and operates from a purpose built building in Maryport, Cumbria. Children have access to the main playroom and creche room with associated facilities, and two secure enclosed outdoor play areas.

A maximum of 23 children may attend the family group at any one time, of these no more than eight children may be under two years. Currently there are 69 early years children on roll. The family group serves the immediate and extended urban communities. It operates between 9.30am and 12.30pm each weekday morning and 1.30pm to 3.30pm on a Tuesday and Thursday afternoon during term time. An under two's group operates on a Tuesday from 9.30am to 11.30am and 1pm to 3pm on a Wednesday. The family group receives funding for the provision of free early education for children aged two, three and four-years-old. The family group supports children with special educational needs and/ or disabilities and children with English as an additional language. There are no problems with access to the facility.

Maryport Child and Family Group employs 13 members of staff who hold appropriate early years qualifications. It is a member of the Pre-School Learning Alliance and registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children do well in the care of experienced, committed and dedicated early years practitioners who identify children's unique qualities and build on their individual interests. Staff provide an inclusive, welcoming, interesting and stimulating learning environment where children are kept safe and secure. The positive partnership with other professionals, the other settings children attend, and the staffs' engagement with parents contributes greatly to children's ongoing learning and development. Most record keeping documents are clear and concise and ensure the smooth running of the family group to safeguard children effectively. The management and staff have a clear vision for embedding ambition and driving improvement through the self-evaluation process that is effectively used to ensure the ongoing development and continuous improvement of the setting.

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

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

- develop a clear, systematic and routine approach to recording children's

- learning and development
- support the development of children's independence skills at snack time and when accessing fresh drinking water.

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

Children are effectively safeguarded by staff who promote children's safety and welfare in all aspects of this nursery provision. Robust safeguarding policies and procedures are efficiently implemented by fully trained staff, who have an excellent understanding of their role and responsibility should a child protection concern arise. The staff ensure children's safety at all times through comprehensive risk assessment and daily health and safety checks. Regular fire evacuation practices are maintained, to ensure children are evacuated quickly off the premises should an alarm be raised. The staff provide a stable environment for the parents and for children attending, where they feel safe. Rigorous recruitment procedures and ongoing suitability checks are in position, to ensure children are cared for by suitable persons. Any visitors to the setting have their identity checked and they are supervised at all times. A detailed set of policies and procedures that are regularly reviewed ensure the smooth running of the setting. Daily registers are meticulously maintained to show the attendance of children and their key workers.

The management and staff are dedicated, committed and experienced practitioners, who work extremely well as a team. They have a clear vision for the future development and improvement of the setting. For example, they plan to continue to improve the outdoor play area. Training is of a high quality. Staff training needs are continually addressed as part of the regular discussion held at staff appraisals and meetings, which ensure their ongoing development is effectively supported. The staff are confident about the strengths of the setting and acknowledge any areas for development. Systems are in place to ensure parents, carers and staff are involved in the self-evaluation process. Staff meet regularly with coordinators to review their everyday working practices, to improve the outcomes for children. Parents are regularly consulted through verbal discussion, and evaluations and questionnaires are completed on a regular basis. The deployment of staff and resources is highly effective.

The pre-school room and creche facilities are effectively organised, to enable children to make choices and decisions in their play. The space and provision provide an excellent variety of resources and range of activities which cover all areas of learning. Staff deploy themselves exceptionally well to ensure children are challenged and supported at all times as they play. Staff provide a warm, welcoming and inclusive environment for all the parents, carers, and children. A wealth of information is displayed. Much of this information is translated for the users of the setting and dual language signs, books and cultural artefacts are available in the pre-school room and creche.

Children benefit from the positive engagement with parents. The daily contact with the staff and the role of the key person, all contribute to the effective sharing of information and continuity of care for children. Regular newsletters and

questionnaires keep parents informed and enable them to offer their comments on the setting. Parents express a high regard for the care and service the staff provide. They find the staff very friendly and approachable and their children are progressing well. Parents are provided with written information about their child's day and time is made at the beginning and end of each session to speak with parents and carers. Staff engage well with parents and provide simple 'homework' opportunities to help extend children's learning at home. The management and staff regularly meet with several local schools and settings that children also attend. This enables the family group to complement the learning taking place and to also enable a smooth transition for children into nursery or reception class.

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

Children settle easily. They are happy and confident to come into the pre-school room and find their name card before going to their chosen activity. Children benefit from the excellent care, activities and play opportunities provided. They are exceptionally well supported by highly skilled, qualified practitioners, who have a superb understanding of the Early Years Foundation Stage. The key person system provides children with effective support to achieve good outcomes, therefore, children make steady progress towards the early learning goals. The staff know their key children well and can explain at what stage of development they have achieved and what they are helping children to achieve next. Initial information regarding care and welfare needs, likes, dislikes and interests, are obtained from parents. Staff complete observations and assessment of children's development and learning so the next priorities are identified. However, there is no clear systematic or methodical approach for these records. Staff evaluate the activities to ensure they offer the children sufficient support and challenges for them to progress. Children's individual needs and interests are used effectively to plan activities that support their emerging interests enabling them to achieve successfully. Their art work is creatively displayed, therefore, they develop a sense of belonging. Resources are stored at low level which aid independence, choice and decision making. Positive images, resources and activities support children's understanding of the difference and diversity of the world around them.

Children are well behaved. They develop excellent relationships with the staff and work well, both independently and with their peers. Children use their imagination as they use the fresh vegetables in the role play area to make a meal. They competently use knives to chop up the different vegetables and use their senses to smell and taste them. Children dress up in various costumes, for example, police and paramedics. They wear builder's helmets and take on the character as they build with the large wooden bricks. Children learn new words and problem solve in activities, for example, when completing jigsaws. They feel valued and show a sense of achievement, as the staff constantly praise them during activities. Children recognise their name on their name card and post it before collecting their coat to go outside. They sit in the 'den' on comfy cushions where they help themselves to a good selection of books. Children's learning is skilfully promoted by staff using open-ended questions and skilfully extending their play. Mathematical opportunities, children's language and communication skills are

expertly promoted in all activities.

Children enjoy outdoor play and physical activities. They complete stretching exercises to get their bodies warmed up before going outside. Children access sit and ride toys, play ball games and explore the environment. They are provided with natural materials to investigate and experiment with water, using a series of drain pipes and buckets attached to the fence. Children enjoy digging in the compost trays and transport it around the play area in small trucks. They learn about recycling by helping staff sort out paper and plastics. Children's healthy living and lifestyle is promoted. Staff support children during hand washing routines and encourage them to keep the environment tidy. Children are provided with healthy, nutritious fresh fruit snacks. They also benefit from the social occasion created at snack time. However, their independence and self-help skills are not fully encouraged. They do not help to pour their own drinks or hand out snacks. Although a jug of fresh drinking water and cups are available at the kitchen hatch, children cannot independently access them.

## 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	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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