

Bram Longstaffe Neighbourhood Nursery

Farm Street, BARROW-IN-FURNESS, Cumbria, LA14 2RX

Inspection date	02/11/2012
Previous inspection date	06/03/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure within the nursery as staff form close, caring relationships with them through the well managed key person system.
- Children are happy, motivated and eager to learn. They benefit from a very welcoming light and airy environment with a wide range of good quality resources which are freely accessible both indoors and outdoors.
- Children make good progress in their learning and staff show high regard to individual next steps and interests that children have.
- Children demonstrate positive behaviour within the setting, clearly demonstrating that they are aware of the rules and boundaries which are role modelled well by staff.

It is not yet outstanding because

- Areas for continuous improvement lack a clear focus with involvement from parents and children and systems to record this information have not yet been developed.
- A shared learning approach to children's learning which involves parents contributions on a regular basis has not yet been embedded across the nursery.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed activities in the baby room and 2-4 years room.
- The inspector tracked two children during the inspection and conducted a joint observation with the childcare manager on another child.
- The inspector spoke with members of staff and managers throughout the inspection.
- The inspector looked at a range of documentation held by the setting.

Inspector

Charlotte Bowe

Full Report

Information about the setting

Bram Longstaffe Neighbourhood Nursery opened in April 2004. It is situated within Bram Longstaffe Children's Centre on Barrow Island in Barrow-in-Furness. The nursery operates from six rooms within the centre which accommodate children aged three months to four years. The nursery is open each weekday from 8am to 5pm for 50 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 112 children aged from three months to under five years on roll.

Children come from the local community and its neighbouring districts. The nursery supports children with learning difficulties and disabilities.

The nursery employs 16 members of staff. The centre managers oversee the care provision which is managed by the care coordinator. All staff hold appropriate early years qualifications. Of these, two are qualified teachers. Some staff are working towards higher qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop further a shared learning approach to children's learning which enables parents to contribute to children's learning and development on a regular basis
- take into account the views of parents and children when self-evaluating and ensure that strengths as well as areas to improve are recorded.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children feel safe and secure with adults they can trust through the well managed key person system. Staff are extremely experienced in developing positive relationships with children and visit the children in their home environment and arrange settling-in sessions for each child before they start nursery.

Children are making good progress towards the early learning goals given their starting points. Staff have a thorough knowledge of how to plan for children across all seven areas of learning, taking into account their individual next steps and interests. Assessment of children is very well recorded through the learning journey files that all children have, and the progress check has been successfully implemented for children across the whole nursery which ensures that staff have a sound knowledge of children's learning and development.

Children have many opportunities to develop communication skills through well planned continuous provision areas which support children's acquisition of language. The on-site library provides children with a wealth of books to promote early reading skills. Circle times at the beginning and end of the sessions enable children to communicate within a group and reflect upon what they have been doing, thus enabling children to happily engage with others and develop listening skills. Staff in the setting positively encourage

communication and interact with the children very well. For example they sit with them at snack and lunch and engage in conversation with individual or groups of children, enabling children to take the lead.

Children are provided with a range of challenging but achievable activities which enables them to risk assess activities and try something new; for example children are able to climb up the 'sleeping giant' in the outdoors area once they feel confident to do so.

The contribution of the early years provision to the well-being of children

Children feel welcome and happy within the setting due to the light and airy rooms. The organisation of the continuous provision areas and well-stocked resources ensure that children can access activities freely. Child-initiated and adult-led activities as well as indoor and outdoor play are well balanced providing children with opportunities to learn in an environment which suits their individual needs.

Children have secured emotional attachments with their carers as staff are very friendly, welcoming and approachable. Key persons ensure that children are supported through transition, for example they complete progress reports in each age range and forward these on to school or their next setting. The staff have also liaised with other providers when children attend two settings, thus providing a shared approach to children's learning and development.

Children in the setting are well behaved. This demonstrates that children have a clear understanding of the rules and boundaries set out by the staff who are extremely good role models.

Physical well-being is highly promoted within the setting as children benefit from freshly prepared, nutritious meals provided on site. Children have access to fresh drinking water upon demand and during snack and lunch times. Staff also show high regard to positively encouraging children to develop self-care skills, by allowing children to attempt to put their own coats on and wash their own hands before snack and lunch, older children are encouraged to pour own water and serve their own lunches. Close links with the children's centre enable children and families to access a wider range of services such as the health team and action for children which are highly promoted by the nursery staff in developing healthy lifestyles for children.

Safety is a key feature within the nursery and features such as high door handles and key code locks ensure that children are protected from harm. The robust policies and procedures which all staff are fully aware of ensure that children's safety and welfare is at the forefront of the setting.

The effectiveness of the leadership and management of the early years

provision

The managers of the setting show high regard to self-evaluation and have developed a detailed self-evaluation form outlining the strengths of the setting. They have clearly identified areas for improvement to provide children with enhanced learning experiences, however they lack a clear focus with involvement from parents and children and systems to record this information have not yet been developed.

Children make good progress towards the early learning goals as managers are proactive in developing their already sound knowledge of the Early Years Foundation Stage through training events and inset days. They have a secure understanding of how children learn which is demonstrated through the detailed planning, assessment and observations that are completed within the setting, therefore enabling children to learn and develop according to their own individual needs.

Children are supported well by experienced staff who are committed to continuous professional development and regularly attend training based upon information from performance reviews led by managers.

The good links with the children's centre and with external agencies provide children with a range of multi-professional support within the nursery setting ensuring that all children have opportunities to access a range of good quality experiences.

Parents are valued as partners and managers ensure that strong relationships are formed with parents through the home visits, settling-in sessions and on a day to day basis within the setting. Children's interests are taken into account as staff communicate with parents and request an 'all about me' form to be filled in once a child starts the nursery and then each time they move into the next age range; however, parents are not yet involved in providing information for children's regular next steps and interests, therefore a shared learning approach is not fully established.

Managers of the setting safeguard children very well as they provide detailed and precise procedures and checks to ensure that children's safety is of paramount importance. Children are cared for well through the robust procedures that managers take to recruit and select staff, enabling children to be involved in this process; for example once candidates are shortlisted they are invited to come in for a stay and play session and staff take account of children's views and opinions.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY285306
Local authority	Cumbria
Inspection number	820015
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	112

Name of provider	Bram Longstaffe Nursery School
Date of previous inspection	06/03/2008
Telephone number	01229 894638

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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