

# Maryport Child and Family Centre

Ennerdale Road, Maryport, Cumbria, CA15 8HN

## Inspection date

01/10/2012

Previous inspection date

22/11/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

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 3

## The quality and standards of the early years provision

### This provision is satisfactory

- The key person system is well embedded to ensure children are suitably supported and form secure attachments that help promote their emotional well-being and support their behavioural needs.
- There are very effective arrangements for information sharing and partnership working with all multi-agencies and other professionals to ensure children are kept safe from harm. Early intervention is obtained quickly to help children with specific needs and transition arrangements are effective.

### It is not yet good because

- Resources to support children's understanding of information and communication technology and how things work are not available.
- The educational programme and the provision of resources is not monitored sufficiently enough to ensure that all the areas of learning are covered both indoors and outside to support children's learning and development at all times.
- Planning and assessment methods do not contain sufficient information regarding the development or progress achieved by children or show the next steps in children's learning to inform future planning.
- Strategies to support parents involvement in their children's learning both in the setting and at home are not fully established.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom and outside play area.
- The inspector talked with the manager and staff during the inspection.
- The inspector held a meeting with the manager.
- The inspector looked at the children's records and scrap books.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the setting's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Carys Millican

## Full Report

### Information about 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, sun room and creche room with associated facilities, and two enclosed outdoor play areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 early years children on roll. The family group serves the immediate and extended urban communities. It operates between 9.15am and 12.15pm each weekday morning and creche facilities for parents attending courses operate in an afternoon, term time only. An under two's group called 'Tots and Toddlers' operates on a Wednesday afternoon from 1pm to 3pm and a Thursday morning from 9.15am to 11.15am. The setting receives funding for the provision of free early education for children aged two years-old. The setting 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 employ 13 members of staff who hold appropriate early years qualifications. It is a member of the Pre-School Learning Alliance and works closely with the local authority early years advisers.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the programme for understanding the world by; providing robust resources with knobs, flaps, keys or shutters; incorporate technology that children recognise into their play; provide safe equipment for children to play with such as torches, radios, mobile phones, cameras or telephones; provide a range of programmable toys and technology such as computers

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

- monitor the educational programme to ensure they have sufficient depth, breadth and structure across all seven areas of learning and provide interesting and challenging experiences that meet the needs and interest of all children delivered through planned activities and within the continuous play provision both inside and outdoors
- monitor the planning and assessment processes to make sure they are regularly completed, highlight development and progress and include details of the next steps in children's learning

- develop systems and promote strategies that help to engage parents in their children's learning, enable them to contribute to their children's records in the setting and support and extend children's learning at home.

## Inspection judgements

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

Children are provided with a suitable range of experiences that cover nearly all areas of learning, with the exception of understanding the world and as a result they do not support those children who are interested in technology. Staff assess children's starting points on entry to the nursery and allocate a designated key person who works with the child and the family. Smooth transition processes from the toddler group to the nursery also help children to settle easily into a larger group of children. The staff gather some information from parents in an 'All about me' booklet and observe children as they play, using post it notes which are placed into children's scrap books. Practice is generally sound. The staff know the children they are working with and satisfactorily challenge and support them as they play. Early intervention is a real strength of the setting, therefore, any progress that is identified below the expected levels of development are quickly picked up so that help can be obtained. Staff observe children as they play and assess their progress against the principles of the 'Every Child a Talker' programme.

Children participate reasonably well in a range of activities both indoors and outside. The routine of the session is structured to provide opportunities for indoor and outdoor play rather than free-flow provision. This is due to the staff meeting the needs of some very challenging behavioural and safety issues within the setting. Staff actively encourage children to make decisions and choices about their play ensuring that a selection of resources and play opportunities are presented to them in ways that they can easily access. As a result, children's growing independence is promoted as they freely explore the nursery environment. Some areas of learning are incorporated in the continuous play provision, however, resources to support children's understanding of information and communication technology and how things work are very limited.

Children enjoy outdoor activities and they play outside on a daily basis. The outdoor area is used well to promote children's developing physical skills and confidence. Children have access to a selection of physical play equipment and this includes a static train with carriages, balancing beams, wheeled toys, hoops and large building bricks. They enjoy pedalling the tricycles and scooters around the tarmacked area and exploring the plant troughs for snails. Staff are on hand to monitor children's safety and offer children support and encouragement as children balance on the beams or ride their bike. Staff engage children in conversation as they play. The children handle the snails carefully and place them on the window to see what they will do. The planning for the day incorporates the use of musical instruments and sand play. However, these activities do not happen outside and staff do not encourage children to fully maximise on the chance to practise early writing, for example, on the static chalk boards on the fence.

Staff encourage children's speech and language skills through everyday activities and play.

They interact well with children and help extend and reinforce children's attempts at communicating with them. Children are learning to follow instructions and know the routine for tidying up before snack time or outdoor play time. Staff work hard with children to help them with their personal, social and emotional development. Some children lack concentration skills to remain interested for any length of time and wander from one activity to another as they also find it hard to mix with other children. In these situations staff try to engage children in group activities they know they enjoy. For example, children are drawn to the messy play table which is covered in shaving foam. After putting on an apron they use their senses of touch and smell as they handle the foam and mark make on the table beside other children. Children's interests are incorporated into most play opportunities such as the provision of trains and tracks, construction bricks and roadways. Children sing traditional nursery rhymes and action songs as they all wait for parents to arrive and enjoy sitting in the quiet corner reading books and looking at pictures with staff members during the session.

Parents are very happy with the setting and find the staff very friendly and approachable. They feel that they are kept informed of what their children do during their time spent at the nursery and say they can see a difference in their children's development from starting. Parents feel their views are valued as they are consulted through questionnaires or if specialised help is required. Parents are aware of their child's key person and know that a scrap book is available for them to look at. However, there are no entries, comments or contributions added by parents in these booklets. Staff encourage parents to come into to the nursery to help at times, for example, a mother came into nursery to cook with the children. However, strategies or ideas that enhance children's learning at home by involving their parents further are not fully promoted.

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

Children are happy and settle quickly on arrival. The key person system works well to support the children so that they form a secure attachment with one particular person. Discussions with key persons during the inspection confirm that they know the children in their care and understand their individual needs and interests. They work in partnership with parents with such things as behavioural issues and potty training. As a result, staff are able to provide continuity of care for children.

Children are supported in developing their self-care skills, for example, staff help children to wash and dry their hands before snack time and encourage them to use tissues to wipe their nose. Children enjoy a variety of healthy food options and their dietary requirements are met. They are gaining some understanding of the benefits of healthy eating through discussion as they sit together at this time. Although children are provided with a drink at snack time, fresh drinking water is not accessible or available to them at all times because the jug and cups are placed on a high shelf which they cannot reach. This is due in part to the behavioural issues of the children in the setting. Children's understanding of safety and keeping themselves safe is promoted. Staff explain to them what is appropriate behaviour and discuss how to keep themselves safe through safety topics and instruction. Children enjoy activities that enable them to explore their natural environment and develop their physical skills. They are provided with opportunities to have quiet times

within the routine and there are areas indoors for them to rest or sit quietly. The nursery environment is kept safe and secure through the procedures and safety features in place and the strict supervision of the children whilst playing outside. Plans are in place for the installation of an additional inner high fence surrounding the outdoor play areas to prevent children from climbing over. There are robust procedures in place to ensure children's safety at collection times whereby children are handed over to designated named persons if parents or carers cannot collect the children themselves.

Children follow the daily routine of helping to tidying away toys before going outdoors or before snack. They know exactly when this is going to happen as a staff member shakes a loud rattle and everything stops. Children know where resources belong and instinctively start putting them into the correct containers or place them on shelves. Some children present very challenging behaviour, however, the staff remain calm and are consistent in their management of such occurrences. They use distract methods and positive behaviour management strategies so that children's self-esteem is boosted through praise for good behaviour and achievement. Children are provided with positive images to support their understanding of difference and diversity. Posters and pictures are displayed on walls for children to look at and activities and experiences are provided throughout the year to celebrate festivals.

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

The leadership and management of the nursery demonstrate a suitable understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage Statutory Framework. The arrangements for safeguarding children are well met. Staff demonstrate a sound knowledge and understanding of the safeguarding policies and procedures and are aware of their role and responsibilities in this aspect. They regularly attend child protection training and understand the importance of maintaining records and dealing with concerns. There are robust recruitment and vetting procedures implemented to ensure that all adults working with children are suitable to do so. Daily safety checks and thorough risk assessments are maintained to ensure the nursery is a safe place to be.

The management have started to review the nursery risk assessments and are in the process of updating their policies and procedures in respect of the revised Early Years Foundation Stage Framework. They have also started to incorporate the changes of the Early Years Foundation Stage guidance into their working practices. However, systems for monitoring the educational programmes to ensure that a broad range of experiences and resources are provided that have sufficient, depth, breadth, and challenge and reflect the emerging needs of the children are not fully embedded. Therefore, there are missed opportunities during the session to engage children, for example, outdoors and all areas of learning are not covered in play opportunities or within the continuous play provision, for example, technology resources. Staff gather information from parents about children's needs, abilities and interests in order to assess their starting points and they observe them during activities. The 'post it' notes presented in children's scrap books show the observations staff make, but these are not linked to development age bands or areas of learning and they do not indicate the next steps in children's learning to inform future

plans effectively.

The self-evaluation document maintained by the nursery has been updated since the last inspection. It identifies strengths and areas for development, however, not all of the previous recommendations made at the last inspection have been fully addressed, as the fresh drinking water is not readily available but given at regular managed intervals. Parents, carers, and staff views are obtained through meeting and questionnaires and used to inform the self-evaluation process. The nursery works closely with the local authority early years advisers to ensure the on-going support and improvement of the nursery. Staff personal development is supported and staff appraisals are carried out on a regular basis to help to inform the management's analysis of staff training and development needs. Suitable induction procedures are in place to support volunteers new to the setting, and staff meetings are regularly used to discuss practice issues.

There are exceptional systems in place to ensure that appropriate intervention and support is implemented for families and children in times of crisis. The strong partnerships with the multi-agency workforce and other professionals ensures the needs of all children are met. There are also supportive links established with other education settings in the locality to ensure a smooth transition for children into funded early education when they reach three years old.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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

<b>Unique reference number</b>	EY273826
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	883672
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	23
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	22/11/2010
<b>Telephone number</b>	01900 818 726

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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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