

# Howgill Family's Centre's Valley

South Whitehaven Sure Start Children's Centre, Whinlatter Raad, Whitehaven, Cumbria, CA28 8DE

## Inspection date

Previous inspection date

07/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff positively engage with children to extend their learning and provide interesting, stimulating and challenging experiences that meet children's individual developmental needs. As a result, children make good progress in relation to their starting points.
- Children develop a strong bond and secure attachment with their key person because they feel emotionally safe and secure.
- Children are protected because the arrangements for safeguarding children are well-established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.

### It is not yet outstanding because

- There is scope to enhance children's understanding of the natural world in the outdoor environment.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 pre-nursery group room and the outdoor play area.
- The inspector held discussions with the manager, staff and children during the inspection.
- The inspector held a meeting with the nominated person and manager of the pre-nursery group.
- The inspector looked at children's assessment records, planning documentation, the systems for monitoring children's progress, and appraisal and supervision systems.
- The inspector checked evidence of suitability, qualifications of the practitioners working with the children, policies and procedures for the setting and the current self-evaluation document.
- The inspector took account of the views of parents, carers and children spoken to on the day of the inspection.

## Inspector

Carys Millican

## Full Report

### Information about the setting

Howgill Family Centre Valley is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by the Howgill Family Centre organisation, and is led by a Board of Trustees who manage four Sure Start children centres in the county. This pre-nursery group is situated in South Whitehaven Sure Start Children's Centre, Whitehaven. It operates from three rooms within the centre and the children have access to three enclosed outdoor play areas.

The pre-nursery group employs six members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification (NVQ) Level 3. The manager holds Early Years Professional Status.

The pre-nursery group opens on a Monday, Wednesday, Thursday and Friday, during term time only. The sessions vary in opening hours depending on the number of children attending. An all-day session is held on a Thursday from 9am until 3pm. Children attend for a variety of sessions. There are currently nine children on roll who are in the early years age group. The setting also offers holiday play scheme sessions for children aged from two to 11 years. These sessions run from 10am until 3pm and are available on selected days during the school holidays, except for the Christmas period. The pre-nursery group provides funded early education for two-year-old children only.

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

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

- enhance the outdoor environment by providing areas for children to explore and investigate nature and the natural world.

## Inspection judgements

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

Children enjoy themselves and have fun. They play and learn with highly skilled early years practitioners who effectively support their needs and interests. Staff engage children in their learning and build on what they say and do to support their overall development. Children actively engage with the staff, who offer a variety of activities and resources which help children to develop physical independence and strong skills in their communication and language and in their personal, social and emotional development. Staff use children's interest well to provide activities that hold their attention and build on their learning. As a result, children make good progress in their development in relation to their starting points. Staff have a good understanding of the Early Years Foundation Stage

and how children learn best. Therefore, children are provided with good levels of support, encouragement and engagement. Staff deploy themselves well. They have high aspirations for the children they care for, and intervene in children's play at appropriate times with appropriate questions and challenge. Staff plan and adapt activities to reflect on children's interest and their individual learning needs. For example, after a child visited a wild animal park and expressed an interest in jaguars and wild animals, they changed the farm set into a zoo enclosure. This interest was then built on by linking it to other effective learning experiences, such as singing animal songs, reading animal stories and pretending to move like animals. Staff observe children as they play and assess their ongoing progress to clearly identify the next steps in their learning. This is then reflected in future planning and children progress records. The staff complete regular reports on children's progress, which inform the progress check at age two. These documents are given to parents to share with the health team and used as part of the transition process on entry to nursery.

Staff promote communication and language throughout the session. They engage children in a wide range of discussions and conversations linked to their play, and encourage children to talk to them about what they do. Staff ask younger children who have comforters, such as dummies, to remove them when speaking. They explain that this so that staff can clearly hear what they say, and so children happily do so. Staff build on children's vocabulary by giving them choices, for example, by offering an 'apple or orange?' They also give children thinking time, so that children can consider what they want to say and put their thoughts into words, without being rushed. As a result, children respond effortlessly to the requests and questions asked by the staff during activities, and older or more confident two-year-olds initiate discussions by themselves. Children's self-esteem, confidence and independence are increasing steadily and contribute positively towards their overall emotional well-being. Staff constantly encourage and praise children and practical routines are adapted to enable children to help them hand out plates and pour their own drinks, which make them feel valued and important. Children are interested and keen to take part in craft activities. For example, they finger paint using the three primary colours of red, yellow and blue to make their colourful fish picture. Staff extend children's thinking skills in mathematics. For example, they count the number of bricks they use to build a tower. Children explore and investigate single colour treasure baskets, developing their senses and understanding of colour, shape, and texture. Children engage in imaginative role play. They cuddle baby dolls and recall real life experiences, such as putting the baby to bed and making cups of tea. When children play, they learn skills that contribute to their successful future learning and staff effectively promote these skills in readiness for school.

Children are provided with ample opportunities to make choices and follow their own interests. This happens throughout the session, during free-play time, practical routines and group activities. The main playroom is well-organised to give children plenty of space and the freedom to move around the many play areas that contain a good range of toys and resources. The resources are stored at low level in clear containers. Staff encourage children to help themselves so that they engage in independent learning. For example, when a child decides to make a parcel using her picture and a brick, the staff guide play further by asking her questions about how she will make the parcel and what does she need. The child thinks for herself and solves the problem by getting scissors and, with the

help of the staff member, cuts the sticking tape to seal her parcel.

Children enjoy group time activities. They learn to cooperate, listen to others, stand up for their own ideas, handle frustration, and empathise. Children sound out the letters of their name and begin to identify their own name labels and those of their friends and the staff. They listen to stories and sing nursery rhymes, which they then practice with their parents at home. Staff further promote learning by humming songs and doing silent actions with children. These activities help support an awareness of sounds and letters, phonics and improves language development, all of which contributes to children's future learning in nursery and onto school.

Children play outside in the fresh air. They push ride on toys with their feet around the tarmac area, and enjoy running games with their friends and staff members. Children enjoy the sound line on the fence. They use a metal spoon to hit the objects hanging down to listen to the sound they make. The outdoor play area is accessible at all times in warmer weather, when children can freely move from indoors to outside. However, there is scope to enhance children's learning outside by introducing areas to investigate and explore. For example, by creating a digging and growing area and a natural habitat for insects and birds. Children splash in puddles and make hand prints on the wooden lintel on the wall. They enjoy these experiences, and benefit from learning to make marks and exploring with the rain water.

Children begin to understand about the world around them. They take part in planned activities relating to festivals and cultural events, such as Chinese New Year. Children also begin to understand about the difference and diversity of the world around them through visual images and the resources available to them, for example, books, dolls, dressing up and small world toys. Children access a selection of electronic and programmable toys that help develop their awareness of technology. These include computer key boards, old telephones, and programmable cause and effect toys.

Parents are provided with information about the Early Years Foundation Stage and how they can continue to support their child's learning at home. Therefore, they feel involved in their child's learning and valued as the child's first educator. Staff encourage parents to share information about their child's progress and a combined approach is used to inform the progress check at age two. Opportunities to exchange information with parents are used well at arrival and collection times, when staff talk to the parents who are warmly welcomed into the setting. Staff gather information from parents when their child first starts at the pre-nursery group, and this helps staff to understand children's family background, their interests, likes and dislikes, individual needs and home care practices. As a result, children's individual needs are met at all times.

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

Children thrive in this warm and welcoming pre-nursery setting and their physical and emotional well-being is fostered well. This is because all children develop strong bonds and secure relationships with their key person, who supports their learning and care needs effectively. Children settle easily because they see familiar faces on arrival and, therefore,

feel safe and secure. The staff know the children well and engage in conversation about their home life and family members. Children confidently take off their outdoor clothes and find their labelled coat peg. They follow familiar routines as they self-register, using a name card which they place on the board. Children's individual needs are well met as the staff work closely with parents during settling-in periods and during their move into the nursery at age three. Staff encourage parents to visit the pre-nursery group and initiate a gradual approach to settling children into the setting. This helps children to become familiar with the new surroundings and the adults who will care for them.

Children are well behaved and sit for sustained periods of time, considering their age. They play alongside each other and are beginning to learn to cooperate with each other in free-play and during routine activities. Children learn to share and take turns and learn social skills. They learn about how they are expected to behave and how to keep themselves safe. For example, staff gently remind children to be careful when sitting on chairs and not to run when carrying a pencil. Staff clearly explain to children why certain behaviour is not acceptable so that children understand why they should not do something. Therefore, children learn about rules and boundaries which will contribute to their future life skills.

Children play in a well-organised, bright and inviting early years setting. Their finished art work is creatively displayed on walls to show they are valued, and this helps develop their self-esteem and self-confidence. Staff enable children to make their own choices about what they do during the day and resources are easily accessible so their independence is promoted. Children go for walks into the community where they learn about crossing the road safely. They also learn how to keep themselves safe while participating in the emergency evacuation drills with the adjoining school and children centre facilities.

Children's self-help skills, independence and good hygiene practices are promoted throughout the day and following regular routines. For example, they wash and dry their hands after craft activities and toileting routines, and before snack. Children take turns to hand out the plates and beakers to each other and then they help themselves to warmed buttered crumpets and pieces of fresh fruit. Staff help children to pour their own drinks and to clear away their utensils afterwards. Children enjoy outdoor play in the fresh air where they enjoy being active. As a result, they begin to adopt a healthy lifestyle.

The transition process to nursery for children attending the pre-nursery group is made as smooth as possible. This is because the children have already experienced leaving their parents and playing with other children of a similar age. Staff work closely with parents in establishing links with the two nursery schools in the area. They consult with parents as to which nursery their child is to attend, and arrange for the teaching staff to visit the children in the familiar surroundings of the group. Staff begin preparations for transition as early as possible to prepare children well. They talk to children about moving on to nursery and going to their new school. They obtain the school uniform and staff read stories to the children about starting nursery. Parents are also given information to help with these changes, including how to help prepare their child for the move. This also includes, toilet training tips and ways to continue to encourage children to become more independent in dressing and undressing.

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

The manager and staff working at the setting have a good understanding of their responsibility to ensure that all the requirements of the Early Years Foundation Stage are met. All the required records, policies and procedures are effectively implemented and updated in line with new legislation. The manager and staff monitor the educational programme to ensure a balanced curriculum is provided. They ensure that all areas of learning are included in planning, with a strong focus on promoting the three main prime areas for these children, who are all aged two to three. The pre-nursery group staff monitor children's speech and language using the 'Every Child a Talker' tool and share this information with parents. This information contributes to the progress check at age two. Children's ongoing progress is also completed with input from parents and shared when children move on to nursery.

Children are protected and safeguarded. Staff have a good understanding of safeguarding children and child protection procedures. They know exactly who to contact if they have any concerns about a child in their care. Staff complete safeguarding training and there is always a staff member with first aid training on site. Routine daily safety checks ensure that the premises and resources are safe to use, and hazards are identified and minimised through detailed risk assessments. The staff supervise children effectively as they play to ensure their safety at all times. All the required documents for accident recording and the administration of medication are completed and signatures obtained. The management follow robust recruitment procedures to ensure that children are cared for by suitable people. All staff undergo suitability checks and a rigorous induction procedure is completed with any new staff members. Staff performance is monitored through regular supervision meetings and annual staff appraisals. By doing so, staff training needs are identified to ensure that the pre-nursery group continues to have experienced and well-trained staff looking after the children.

The manager and staff work well together as a team to support children in their learning and to continue to provide good quality childcare for the families in their care. The manager and staff collectively maintain a thorough self-evaluation of the setting to ensure improvements continue to be made. They are clear on their strengths and areas for improvement, for example, improving the outdoor provision. Staff, parents and children are consulted through questionnaires to seek their views and opinions about the service provided. These are used to inform and evaluate the effectiveness of the pre-nursery group. Staff regularly contribute their ideas and suggestions at staff meetings, and their requests are then put forward to the children centre management. This partnership of the staff, manager and children centre drive the vision and ambition for this good pre-nursery group.

Staff engage well with parents. They recognise the value of good partnership working and take every opportunity to speak with them. Parents speak very highly of the setting and the staff working with their children. Parents appreciate the good standard of care and learning their children experience. They have seen a clear progression in their children's development since starting at the group. Partnerships with other professionals and multi-

agencies are effective and well-established. Staff know how to seek additional support when early intervention or additional support is required.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**



## 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 action. 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>	EY453508
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	885080
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Howgill Family Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01946 62681

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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, which are usually the childminder's 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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