

ABC Egremont

St Bridgets Lane, EGREMONT, Cumbria, CA22 2BD

Inspection date	02/05/2013
Previous inspection date	27/10/2008

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 are happy, motivated to learn and show self-confidence in meeting new people. This is because key person relationships are strong, with staff that are warm, caring and ensure the environment is safe and secure.
- Children make good progress in their learning and development because staff are well trained, understand how children learn, and know how to support children's development through effective planning and assessment.
- Partnerships with parents and carers are very effective because of the welcoming environment and positive communication methods that the setting uses to involve all parents in their children's learning and development.
- Leadership and management is very strong because managers are fully committed and continually strive to achieve high quality, by making continuous improvements. Staff are fully supported and motivated, which ultimately benefits all the children and families.

It is not yet outstanding because

- The organisation of outdoor play for the younger children is not fully developed. This results in some children, sometimes, being less confident in exploring the environment and manoeuvring equipment, such as wheeled toys, safely and securely.
- Children's thinking skills, and opportunities to provide challenge are not always fully promoted, particularly for younger children. As a result, sometimes children do not solve their own problems and test out new ideas.

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 and talked with children as they joined in with child-initiated and planned activities.
- The inspector discussed aspects of the provision with staff and management, taking their views into account.
- The inspector viewed relevant policies and documentation appertaining to children's safety and well-being and children's files and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Janice Caryl

Full Report

Information about the setting

ABC Egremont was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the centre of Egremont, and is one of three nurseries managed by ABC Early Learning Limited. The setting serves the local area and is accessible to all children. It operates from a number of rooms on two floors. There is disabled access to the ground floor of the building with disabled toilet facilities available and there is a fully enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including the manager who has Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 5.30pm. Children attend breakfast and/or the after school club and the setting runs a holiday club. Children attend for a variety of sessions. There are currently 118 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special needs and/or disabilities. The setting is a member of the National Day Nurseries Association (NDNA).

What the setting needs to do to improve further

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

- improve the organisation of outdoor play for the two to three year old children so that there is more space for them to play, explore and run around. For example, take children out in smaller key groups or divide areas so that groups of children are dispersed evenly throughout the whole area

- allow children time to answer and respond to statements and questions by following their lead, in order to support their thinking, and provide challenge appropriate to their needs so they learn to solve problems.

Inspection judgements

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

Managers and staff within the setting have a very good understanding of how children learn and the areas of learning and development within the revised Early Years Foundation

Stage. As a result, experiences and activities are broad, interesting and stimulating, keeping children motivated, enthusiastic and active in their learning. Children are supported extremely well in making progress because staff have high expectations and are knowledgeable about how to observe and assess children. Activities and experiences are planned effectively and suit children's needs and interests. Planning includes children's thoughts and ideas through the use of spider graphs. Children's observations are noted in individual observation books, on achievement sheets and achievement boards. As a result, planning is continually evaluated and adjusted to reflect the needs of individual children. Children with special educational needs and/or disabilities are supported well by staff and management, who work with parents and other agencies to meet children's needs. Individual plans are developed which identify specific targets and activities planned to support children in their next steps. Children in the birth to three unit have play plans designed to support them in the three prime areas of learning and, as a result, children's activities are purposeful and developmentally appropriate.

Parental contributions are used as a starting point to identify the stage that children are at when they first start at the setting. Parents are invited to contribute further to children's planning and assessment as the child moves through the nursery. For example, 'all about me' books are continually updated and observation 'wow' slips are sent home for parents to complete. Children, therefore, benefit through a consistent approach to their learning and development. Transitions for children are managed well through established links with other schools. Information is shared through daily books and staff who verbally communicate messages as they transfer children between the settings. Children use the school hall for Christmas plays and the school crossing patrol person comes into nursery to talk to children. As a result, children become familiar with other adults, learn what to expect and gain a sense of familiarity before starting school.

The environment is planned with resources that effectively support child-initiated play in all areas of the setting. Puppets and toys are used to enhance learning and children squeal with delight as the crocodile makes an appearance in a particular action rhyme. Children in the pre-school use their imagination to role play buying and selling in the 'grocer's shop'. They independently count how many egg cases there are in a tray, developing their number and counting skills. They develop their skills in communication and language and thought processes as they talk about the chickens that the eggs have hatched from. A greenhouse, containing living plants and herbs means children develop their understanding about growing, as they spray the plants with water and talk about why this is necessary. A selection of whole and halved fruits, such as pomegranates, melon, lemons, and apples are available for children to investigate and explore. Writing and drawing materials are immediately accessible, which encourages children to make observational drawings and identify similarities and differences. Adult focused activities include exploring small home grown oranges and describing what they see, feel and smell like. Words and phrases such as 'squishy' and 'orangey' and 'it feels like jelly', support children in developing their communication and language skills.

Children work with their key person to make 'magic bean stew', using different sources of food products, and later eat it at snack time. Questions for children include, 'What do you think this is? What do you think will happen? What will it taste like?' As a result, children learn about the process of cooking, develop skills in communication and language, develop

their thinking skills and learn about healthy eating. However, in other areas and activities, children are not always given sufficient time to think and plan their answers to questions asked by staff. This means that children do not always develop the skills of solving problems and thinking through their own ideas, appropriate to their age and stage of development.

Babies and young children have their needs met through staff who work with parents to establish care routines. They support the youngest children in the three prime areas of communication and language, physical development and personal, social and emotional development. For example, staff involve babies in activities, such as singing games and story time. The sensory area supports babies and young children in developing their senses in a calm and relaxed atmosphere enabling exploration and investigation through their natural curiosity. Children's early literacy skills are promoted well in all areas and book sharing between the home and the setting ensures parents have opportunities to look at and read books at home with their children.

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

Key persons are firmly established and attachments secured as staff plan individual time to work with children in their key groups. Staff in pre-school have snack in their own groups, benefiting children as they gain a mutual understanding of each other's needs and personalities. Children are taught to manage risk inside the setting and outside. Children in pre-school are taught about safety when using the vice and workshop, and babies and toddlers have space to explore and develop their curiosity while developing their physical skills. Staff manage behaviour well in all areas by giving consistent messages, praise and support. Children are asked to help tidy up and children are encouraged to work together, for example, in forming a circle before registration. They help each other with their coats before going outside to play and staff promote independence and perseverance as children are encouraged to try hard to put on their own shoes. Children who demonstrate a need to independently use the toilet are supported well by practitioners who respond to their request, meaning children's independence in personal care is fostered well.

The outdoor environment is shared by all age groups and has a variety of surfaces, steps, depths and equipment to manage. Therefore, children learn about negotiating space while managing their own risk. However, children aged from two to three years are not as confident in the outdoor area when the whole group go out together. The numbers of children playing altogether in one area means that children bump into each other and those children that are smaller or less confident look uncomfortable. This means they have less space to explore, run around and use equipment in. Babies and toddlers have space to move about and explore their indoor environment. This gives them confidence and self-awareness while helping them to develop their muscles, balance and coordination. Children develop a sense of healthy eating as they are offered a choice of healthy cereals at breakfast time and receive healthy cooked lunches. They hold discussions with staff about what constitutes a healthy diet and are provided with opportunities to help plan menus. This shows that their views and opinions are valued and respected and means they have some ownership and personal choices within the setting. Social skills are

promoted well at lunch times as children sit together with staff and chat while they eat their lunch. Staff comment on how beneficial this routine is for children's social development and promotion of communication and language.

Children's transitions from room to room are supported well as staff complete documentation to ensure continuity of care and learning is established. Staff demonstrate their awareness of children's needs and know their children well, meaning children gain confidence in the environment and the adults around them. Staff are vigilant and ensure hazards are kept to a minimum meaning children are kept safe. For example, sleeping babies are monitored regularly and high staff to child ratios ensure children are kept safe when ascending and descending the stairs. Children are also taught the concepts of hygiene as they wash their hands after playing outside.

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

Leaders and managers have an excellent understanding of the revised Early Years Foundation Stage learning and development requirements. Leadership is strong and managers and staff are fully committed to raising quality for children. Monitoring is highly effective as managers meet regularly to discuss planning and assessment and ensure the educational programme is meeting all children's needs. Progress sheets for children are completed in a timely fashion and shared with parents. As a result, parents, staff and managers are aware of how children are developing and interventions put in place if necessary. This ensures that children make good progress given their starting points.

Staff are supported well in developing professionally and personally. Meetings between managers ensure good practice is shared and areas for development identified. Regular supervision and appraisals focus on staff development and the needs of the setting and include verbal and written feedback sessions. Consequently, staff are motivated and enthusiastic because they feel valued and respected. Less senior staff are empowered to lead others and are given responsibilities that inspire them, giving them ownership of their own and other's development. Training plans for staff mean professional development is suitably targeted to meet the needs of staff and children and maintain good quality in the setting.

The safeguarding and welfare requirements are fully understood by staff and students. Policies and procedures are clear and comprehensive and reviewed regularly, ensuring safe and efficient management of the setting. Safeguarding is good because staff are well trained in child protection procedures and safeguarding policies are adhered to at all times. Risk assessments are thorough and daily checks ensure children are kept safe within the environment. Recruitment is robust as leaders and management ensure that staff are appropriately qualified and suitably match the job specifications. Induction procedures ensure appropriate supervision and support is provided and, as a result, staff clearly understand their roles and responsibilities.

Self-evaluation within the setting is highly effective because of the whole team

commitment to striving for high quality. Targets to improve are clear within the setting improvement plan and are evaluated constantly to ensure goals are met. Individual room improvement plans ensure the environment for children is rich and varied, providing safe, secure and yet challenging indoor and outdoor spaces. Children and parents contribute to the settings self-reflection by the use of questionnaires, discussions and a parents' comments book. Partnership with parents is highly effective. Parents are fully informed and involved in their children's learning. Parents' evenings and newsletters keep them informed about their children's progress and any activities and events happening within the setting. Display boards provide information to parents about how children learn and develop and how they can be supported at home. For example, 'Fact of the week' shows information about how parents can support children in developing their communication and language. The management team and staff work effectively with other agencies to ensure the needs of all children are met and appropriate interventions put in place as necessary.

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
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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

Unique reference number	EY367971
Local authority	Cumbria
Inspection number	857872
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	110
Number of children on roll	182
Name of provider	ABC Early Learning Limited
Date of previous inspection	27/10/2008
Telephone number	01946 821310

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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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