

Furnace Barn Day Nursery

Furnace Barn, Foundry Lane, Halton, LANCASTER, LA2 6LU

Inspection date

Previous inspection date

03/04/2013

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

- Children are very happy, secure and confident with the staff as they readily approach them to ask questions or seek reassurance.
- Staff safeguard and promote the welfare of children through their understanding and implementation of policies and procedures.
- Children respond well to praise and encouragement, which helps them to develop their confidence and self-esteem.
- Staff have a secure understanding and knowledge of how children learn. This means that they offer a range of activities that supports their development and learning.

It is not yet outstanding because

- Very young children have fewer opportunities to explore nature materials and textures in order to develop their understanding of the natural world.
- There is scope to develop children's understanding of weight, measure and time, for example by offering more resources to support this aspect of mathematical development.

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 toured the setting, including the large grassed area and orchard.
- The inspector spoke with the provider, staff parents and children on the day.
- The inspector looked at relevant documentation, including a sample of children's learning records.
- The inspector carried out observations on children and activities and carried out a joint observation with the provider.

Inspector

Sandra Harwood

Full Report

Information about the setting

Furnace Barn Day Nursery was registered again in 2012 as a limited company on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Halton on the outskirts of Lancaster and is managed by the owner. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is a fully enclosed area and large grassed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 12 hold early years qualifications at level 2 and level 3; this includes two staff with Early Years Professional Status and three with Qualified Teacher Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending, who are in the early years age group. The nursery provides funded early education for two-, three-, and four-year-old children.

What the setting needs to do to improve further

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

- provide varied opportunities for comparing length, weight and time to help children develop their understanding of mathematical concepts

- develop further opportunities for very young children to explore natural materials and textures.

Inspection judgements

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

Staff have a very good understanding of how to support children's learning and development and a warm and welcoming environment, both indoors and outside, awaits them and their families. Continuous provision, both indoors and outside, offers children good quality play materials, equipment and books to enable children to play at their pace, revisit areas and practise skills. Staff encourage the children to explore technology as the older children use computer tables and an interactive whiteboard to draw or move pieces to develop pictures. Babies have a range of interactive toys that encourage their understanding of cause and effect. However, there are too few opportunities to enable them to experience natural materials and textures in order to promote their sensory development.

The planning of activities follows children's interests as well as their identified learning needs. This is effectively coordinated by a lead member of staff who collates all the information from the children's key person and uses the electronic assessment system to identify next steps. This system allows staff to take photographs of children as they play and using the interactive board share these with the children and parents, promoting discussion and information sharing about what the children have been doing.

Staff help children to make good progress in their learning because they give effective support to children's development of communication and language. Children learn that print carries meaning because displays show them words in a variety of languages. Children show that they are developing an enjoyment of books. The very young children show a delight in sharing books as they sit with staff looking at, and talking about, what they see with the babies. Staff use a range of questions, which encourage children to develop their thinking skills. They also support children to develop their recall skills at circle time as they talk about past events. Older children's communication and language skills are developing through linking sounds with names they know and practising their writing as the staff demonstrate how to form the letters in the air and children copy. This helps them to develop the early reading skills, which they need to smooth their transition into school.

The environment supports children's developing understanding of numbers and counting. However, there is scope to develop further opportunities for children to explore and understand weight, time and measure to help children understand these mathematical concepts through practical activities. Children purposefully engage with a range of resources; for example, they show their developing imagination and make connections in their learning. They make cakes in the construction corner and inform staff that it is a birthday cake with candles on top. Outside, staff encourage children to think about what they can add to water to make the fire engine even cleaner and this extends their skills as they find the resources that they require to carry out the activity. Staff nurture children's understanding of not wasting the earth's resources as they encourage them to recycle and reuse items.

Initial settling-in is valued by the staff as the basis for building strong relationships with parents. Key persons gather information verbally and in written format to make sure that the individual needs of each child are met. This exchange of information is ongoing through the use of diaries for very young children and daily verbal exchanges with parents of the older children. The progress check at age two years is successfully implemented in the setting, further supporting children and involving parents in their learning.

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

Children behave well and staff support them in learning to share, take turns and show consideration for each other. They respond well to praise and encouragement, which helps to develop their confidence and self-esteem. Children's understanding about different people and communities is increased through the exploration of special celebrations, including a variety of religious and cultural festivals. For example, children learn about and celebrate Burns Night, Easter and traditions associated with Chinese New Year and Diwali.

Children behave well in the setting because they are effectively supported by staff, who are positive role models. Children are polite and show consideration towards others as they play through sharing and taking turns. Positive friendships are forming as the children show that they enjoy playing together and tolerate each other's differences. They learn to take responsibility for their setting as staff encourage them to help tidy away play things when particular music starts to play.

Outside, children enjoy more energetic play. There is lots of space for them to develop coordination in their physical skills through their use of the wheeled toys. A large grassed area provides children with opportunities to explore and take safe risks as they use tunnels, cross the bridge and use ladders. There is also space to play ball or run around. Consequently, children begin to develop an understanding of the benefits of healthy exercise, supported by a programme to engage parents and children into eating healthily. Children's safety is given a high priority within the setting. Access to the orchard and pond areas are kept secure and involves adult-led only activities. Children are given clear explanations and hold discussions about safety around the pond. Inside, staff encourage children to think about the rule relating to running inside and skilfully ask them where they can run and what they are expected to do inside. Children respond positively to this situation.

Staff are sensitive to the emotional attachment children develop with their key person. Consequently, as children progress through the nursery, room moves are carefully planned and parents are involved. Recent positive changes support children through transition. These changes include the development of a quiet corner for the very young children, who have moved up from the room for younger children, and an information book for staff and parents to input, supports children through transition. Older children, who progress to pre-school and school, have support visits from teachers as they prepare for transition.

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

Children are protected and safeguarded effectively. This is because all staff have a good understanding of the policies and procedure that are in place. They know their roles and duties in keeping children safe from harm. Robust recruitment and induction means that staff are suitably vetted and cleared to work with children. There is a fingerprint recognition system in operation at the gate and a member of staff is responsible for the reception area at busy times of the day, for example morning and afternoon. The door is kept locked at all times while children are in the setting. These procedures further support children's safety.

The manager oversees the quality of the educational programme to ensure its effectiveness in meeting children's changing needs. In addition, through regular appraisal meetings and staff meetings the manager works with staff to develop their practice and the provision for children. Staff's professional development is identified through the appraisal process and they have access to courses and training events that are best suited to their individual interest and development needs.

Partnerships with external agencies are in place to support children with special needs and/or disabilities when required. The setting has strong links with other providers and the local authority advisory teacher. Partnerships with parents are well established. Parents receive packs of documentation and information through electronic means, such as email. This has been developed at the request of parents and enables them to actively participate in the two-way sharing of information with the nursery. Parents spoken to on the day and feedback from questionnaires, show that they think highly of the staff and setting. Comments, such as 'staff are friendly, helpful and approachable' are received from them.

Self-evaluation is in place and clearly identifies areas of strength and those for continuous improvement. Children and parents have plentiful opportunities to contribute towards the development of the setting through verbal feedback, parental questionnaires and discussions with children.

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	EY454577
Local authority	Lancashire
Inspection number	890008
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	56
Name of provider	Furnace Barn Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01524811811

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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