

Furness Childcare Ltd

High Street Sawmills, High Street, Barrow-in-Furness, Cumbria, LA14 1QY

Inspection date	10/04/2013
Previous inspection date	11/10/2011

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

- Staff have a good understanding and knowledge of safeguarding and health and safety procedures. This ensures that children remain safe and secure while at the nursery.
- Children are happy and settled in this welcoming and friendly nursery where they enjoy secure and trusting relationships with their key person and other staff.
- Staff provide an imaginative range of activities based on children's interests and suggestions. This results in children being interested, focused and highly motivated in their learning.
- Partnerships with parents are very positive and staff actively encourage them to fully support children's care and learning in the nursery and at home.

It is not yet outstanding because

- The range of play resources, such as books and role play equipment to promote children's understanding of similarities and differences between people from various communities and traditions, is not fully developed. Therefore, children's opportunities to extend their learning about similarities and differences between people are not always fully promoted.
- The good use of numerals displayed inside the nursery is not extended to the outdoor learning environment to strengthen the older children's interest in number recognition and counting and fully enhance their early numeracy skills.

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 baby room, the toddler room, the pre-school room and the outdoor play area.
- The inspector held meetings with the manager, undertook a joint observation and spoke to the members of staff and children during activities.
- The inspector looked at a sample of children's progress records, planning documentation and operational files consisting of policies, staff qualifications and suitability documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sandra Williams

Full Report

Information about the setting

Furness Childcare Ltd was registered in July 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery situated in the centre of Barrow-in-Furness close to shops, parks, playgrounds and schools. The nursery serves the local area and is accessible to all children. It operates from a baby room, toddler room, pre-school room and a fully enclosed outdoor play area.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 47 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority early years advisors.

What the setting needs to do to improve further

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

- extend children's opportunities to learn more about similarities and differences between people, their communities and traditions, by increasing the range of play resources, such as role play equipment and books, that reflect diversity
- enhance older children's early numeracy skills and interest in number recognition and counting further by extending the use of number labels in the outdoor learning environment.

Inspection judgements

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

The manager and staff have a good knowledge of how children learn and develop. They provide an imaginative range of activities to support children of all ages to make good progress in their learning and development. Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key persons to assess their starting points and to shape activities to meet the children's individual learning needs. Staff use the guidance Development matters in the Early Years Foundation Stage to accurately assess and track children's progress and plan for the next steps in their learning. Evidence gathered from observing children, talking to their parents and key persons, as well as reading their progress records, confirm that all children are making good progress towards the early learning goals, given their starting points. Staff

have a secure understanding about the characteristics of learning and they use effective teaching methods to promote suitable challenges to extend the children's learning. They recognise the various ways that children learn and they plan specific activities to meet their individual learning preferences. For example, when children show an interest in rotation and circular movements, the staff provide resources, such as round shiny pebbles to spin and substances, for example, gloop and paint for them to make circular marks with their hands and wheeled toys.

Parents are actively encouraged to contribute to their children's learning in the nursery and at home. They bring in photographs of the children and their family members to contribute to activities about families. Parents are encouraged to support their children's learning by undertaking activities at home. For example, they take sound bags home to help children identify objects in the bags and expand their vocabulary and communication skills. Parents are also kept very well informed about their children's progress, by reading their progress records and reports and agreeing the children's next steps in their learning. All of these methods are highly effective in helping parents to be fully involved in their children's learning and development.

Children are well supported in acquiring good communication and language skills by engaging in conversations with the staff and their peers as they play together. Many of the activities undertaken are specifically designed to help the children to build their vocabulary. They enjoy sitting with staff, who read them stories in a very enthusiastic manner, which helps them to maintain their concentration and develop their listening skills. Children's early literacy skills are fostered well by the good use of print in the environment. For example, the toy boxes have labels on them to indicate their contents. The older children also recognise their names as they self-register on arrival. These skills are preparing them well for when it is time for them to move on to school.

Children are making good progress in their early numeracy skills as they are encouraged to count in many situations. The indoor environment is rich in numerals displayed on the walls and on various number games. However, the good use of numerals displayed inside the nursery is not extended to the outdoor learning environment to strengthen the older children's interest in number recognition and counting and fully enhance their early numeracy skills. Babies and children enjoy exploring and experimenting with a range of substances, including paints, gloop, shaving foam and pasta. Staff encourage them to develop their senses, as they make marks in gloop. Babies also investigate natural resources, such as, shells, cones and pebbles and enjoy transferring them from one container to another. Children's creativity and imaginations are promoted well as they help themselves to craft resources, such as, paints, glitter and pasta to create artwork, which is proudly displayed on the walls. They learn about different cultures through celebrating festivals, such as Chinese New Year. Children learn about how people from different countries live in different types of houses, such as, tepees, huts and igloos. They also learn words in different languages, such as French. However, there is scope to increase the range of resources, such as books and role play equipment, to further extend children's opportunities to learn more about similarities and differences between people, their communities and traditions.

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

Children settle well at this friendly and welcoming nursery due to the effective key person system that is in place. Parents feel relaxed with the staff and receive verbal and written feedback about what their children have been doing and what they have eaten throughout the day. The correct child to staff ratios ensure that children receive a good level of individual attention and supervision throughout the day to meet their needs well. Warm interaction and constant reassurance ensures that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence to join in and try new activities. This is particularly evident as children undertake their transitions from room to room. The timing of this is very dependent on the children's readiness to move and the parents are very much involved in this process.

The nursery is attractively decorated with children's individual artwork and photographs, which help them to feel valued and have a sense of belonging. Children independently choose from a wide selection of stimulating resources, which are easily accessible, both indoors and outside. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. While taking part in group activities, such as exploring the texture of gloop, children show that they are learning the importance of taking turns and sharing with others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff.

Children have regular opportunities to enjoy fresh air and exercise in the outdoor play area and during trips to the park. They move freely and confidently in a range of ways, such as, balancing and climbing, as well as pedalling their bikes carefully over little ramps and skilfully avoiding obstacles. Children are developing good skills in handling equipment and tools effectively. For example, they use spades to dig in the compost and brushes to 'paint' the walls. Staff teach the children about keeping themselves and others safe, for example, using scissors carefully to cut paper and knives and forks to eat their food.

Children develop good self-care skills and independence as they learn to dress in suitably warm clothing before playing outside. They also wash their hands before eating their food. Staff place a great emphasis upon the importance of a healthy diet and provide well-balanced, nutritious food, including fresh vegetables and fruit. Children help to prepare some meals, such as soup and fruit smoothies, by carefully using knives to cut up fruit and vegetables and they carefully pour their own drinks showing good coordination. They are well supported in their transitions between rooms and when it is time for them to move on to school, due to the close working relationships that exist with teachers at the local schools.

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

The manager and staff work very well together and are committed to ensuring that the children in their care are kept safe and secure at all times. They have all undertaken safeguarding training and have a good understanding of the safeguarding and welfare

requirements of the Statutory framework for the Early Years Foundation Stage. Effective risk assessments and health and safety procedures ensure that hazards are minimised, in order to reduce the risk of accidents to children. The security of the nursery is very good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises, thus, fully protecting the children. The thorough procedures for recruiting, vetting and checking staff ensure they are suitable and safe to work with children. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies.

The manager and staff have a strong understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They provide a wide range of activities to help children make good progress in their learning and development. Thorough induction systems ensure that staff are clear about their roles and responsibilities. Their professional development is actively promoted through regular team meetings, training and liaison with the local authority advisors. Annual staff appraisals and monthly supervision sessions are very effective in identifying staff's training needs and continued professional development. The manager has good systems in place to monitor the performance of the staff and the progress of groups of children.

This inspection has been undertaken following concerns relating to a discrepancy in the information provided, verbally and in writing, about whether a child had eaten their meals on a particular day. It also relates to concerns about the arrangements made for children at the end of the day when they are waiting to be collected. The inspection found that the procedures for sharing information about children's daily routines, including details of food eaten, are robust. Written information provided to parents was examined, as well as interviews with staff and a random selection of parents. Staff are fully aware of the importance of communicating information clearly to parents when they collect their children. Parents spoken to are very satisfied with the quality of information they receive from the staff. In addition, staff confirm that children have the choice of playing inside or outside at the end of the day when they are waiting for their parents to collect them. If there is only one child left, they continue to receive a choice of activities and are appropriately supervised. The nursery has a comprehensive complaints policy and procedure, which is appropriately implemented following any concerns raised by parents.

Very positive partnerships between staff and parents ensure that children's needs are well met. Parents spoken to express their complete satisfaction with the service provided, stating that the staff are extremely helpful and friendly and support their children's learning and development brilliantly. They have complete confidence in the staff to protect and keep their children safe while at the nursery. Partnership working with external agencies and professionals, such as, children's services, health visitors and speech therapists are very effective in ensuring that children receive a high level of support when required. When children attend more than one setting, staff regularly share information between the settings and parents. This ensures that children receive consistency in their care and learning.

The manager undertakes a reflective and evaluative approach to the service and is committed to continuous developments. Recommendations from previous inspections are taken on board and promptly addressed. Thorough evaluation takes into account the

views of children, parents and staff. The manager also works closely with the local authority advisors. This results in clear and well-targeted plans for future developments.

The Childcare Register

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

Unique reference number	EY239993
Local authority	Cumbria
Inspection number	912270
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	47
Name of provider	Furness Childcare Ltd
Date of previous inspection	11/10/2011
Telephone number	01229 828444

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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

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