

Frizington Nursery School

Main Street, FRIZINGTON, Cumbria, CA26 3PF

Inspection date

Previous inspection date

11/07/2013

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 effectively supported and continue to progress in their learning because staff use their secure knowledge of child development, the Early Years Foundation Stage and how children learn, to ensure that activities meet children's individual needs and interests.
- The key person role is embedded well and strong and secure attachments are formed to support the early years children. The staff know the children well; they know what they can do; and what their interests are. As a result, children's needs are effectively met and they are successfully supported to develop further.
- Children are happy and enjoy what they are doing. They are well cared for and their emotional well-being, independence and healthy lifestyle is effectively promoted. Consequently, they model good behaviour, gain the skills required for their move to school, eat healthily and feel safe and secure.

It is not yet outstanding because

- Opportunities for all parents to contribute fully to the ongoing assessment of children's learning and links with the other settings children attend to ensure continuity of care and learning, are not fully utilised.
- There is scope to further support children's understanding and awareness of the similarities, differences and diversity of the world and the people around them.

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 children playing in the preschool nursery room and outdoor play area.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector held a meeting with the nominated person and the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress and next steps.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full Report

Information about the setting

Frizington Nursery School was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the rural village of Frizington, Cumbria, and is managed by the governing body of Frizington Nursery School. The nursery serves the local area and is accessible to all children. It operates from one main playroom, changing room, sleep room, a toilet area and there is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, and one holds an appropriate early years qualifications at level 2. Additionally two staff members hold an appropriate early years qualification at level 4 and the temporary manager holds a Foundation degree in Teaching and Learning in Early Years. The nominated person is the head teacher of the nursery school who holds a National Professional Qualification for Headship and is a qualified early years teacher. The nursery opens Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am until 5pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-year-old and three-year-old children. They are a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend partnerships with parents and other settings by encouraging parents to share more detailed information about their child's learning and development at home, and ensuring all parties are fully involved in the ongoing assessment of children's progress and a combined assessment is made
- provide further opportunities to support children's awareness of the similarities, differences and diversity of the world and the people around them by, for example providing positive images of all children.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to effectively promote children's learning and development. They find out about what children can do during initial settling-in sessions with parents. Therefore, they can plan effectively for their learning needs. The ongoing assessment of children's progress is thoroughly completed and the next steps in

their learning clearly identified in the planning displayed in the room. Staff observe children in their play and take photographs of them to illustrate the activities they enjoy. Children are supported well and staff reflect on what they can do to promote effective learning within the continuous play provision. This ensures teaching focuses on individual children's interests and includes the next steps in their learning. Parents exchange information at arrival and collection times. They feel that they are kept informed about their child's progress and given ideas by the staff of how they can support their child's learning at home. However, this information exchange is not fully extended to enable all parents to share more detailed information about their child's learning and development in the home, or by adding comments in their child's progress record. As a result, they are not fully involved in the ongoing assessments of their child's progress and a combined assessment is not made to show a fuller and clearer picture of their child's overall development. The records maintained by each child's key person demonstrate children are making steady progress in their learning and development in readiness for school. Staff successfully implement the progress check at age two so they are able to identify when early intervention may be required. This means children receive the appropriate support to meet their individual learning needs.

Children enjoy themselves and have fun as they play and learn. Staff provide sufficient challenge for the children. They skilfully extend their play with simple questions to encourage their critical thinking and exploration. For example, as children build a tall tower with the plastic bricks the member of staff asks them 'How high is the tower', and asks them if it is higher than them. So they stand beside it and compare it against their height. They then describe how high it is and whether it is bigger or smaller than themselves and the staff member. Children eagerly join in conversations and share what they know. They describe what they see when looking at books and recall parts of the story that they enjoy using the puppets from the story sack.

Children's personal, social and emotional development and creativity is well supported. Children are encouraged to play cooperatively with each other and learn good social skills for later life. For example, when there are not enough chinks for everyone to use the member of staff asks a child to see if she can find some more. She goes inside and brings out more chinks and kindly shares them with the other children. They take turns making their mark on the chalk board and then begin to draw round the outline of themselves on the floor. There is space for children to read books, or sit and chat with their friends and members of staff. The staff are genuinely interested in what the children say, which means that children develop good speaking and listening skills.

Young children explore and investigate numerous treasure baskets as they sit on cosy cushions in the under two play area. The staff support their learning by introducing interesting and stimulating objects into their play, for example a mirror. The baby looks at himself and smiles with glee as he sees himself and the member of staff. She constantly talks to him about his smile and points to parts of his face and he responds by vocalising and making sounds. They peek-a-boo games and other children join in as they laugh and giggle together.

Children enjoy outdoor activities and free flow from the inside classroom to the outdoor play area at will. They play in mostly shade with some areas exposed to the sun so they

all wear protective headgear. Children climb and balance on static logs around protected pillars and climb up steps of the slide and slide down. Children enjoy water play. They find extra straws in the play room and take them to the pipe work outside. The children fill containers with water and pour it into the pipe and onto the straw, laughing as they watch them float to the bottom and into the bucket.

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

Staff plan good settling-in procedures with parents and successful key person arrangements mean children settle quickly into the nursery routines. Children form secure emotional attachments with key staff so they feel safe and secure. Staff develop children's sense of belonging by displaying photographs of the them playing so they feel welcome. The room is warm and welcoming, with plenty of space and freedom to move around; this gives babies and young children a secure base to develop their confidence as they explore the baskets of toys and resources. The key person system is monitored to ensure each child is effectively supported. Staff rotas in the younger children's rooms are organised so that a constant member of staff is available for children and parents both at the beginning and end of the day. This provides consistency for both children and parents and builds strong partnership to support children's care. Children play in one large room with a part of the room sectioned off for the younger children, but they can still see the other nursery children as they play. The younger children also spend parts of their day with the older children so the transition into the next group is seamless. Children are also prepared well for their move into the main nursery school at age three years. They see the head teacher regularly when she comes into the nursery and they go on visits into the main nursery during the year. This helps to prepare and reassure children for their move onto school.

Staff monitor children's behaviour closely so that they quickly identify any children who would benefit from additional support. They support children in developing their social skills by making sure that everyone understands about sharing and taking turns as they play. Staff work closely with parents to develop shared strategies for managing children's behaviour. This provides consistency for children. All staff respond calmly and positively to children and use lots of praise and encouragement which boosts children's self-esteem and confidence. Staff use good resources and techniques to help children begin to manage their own feelings and consider others as they play. This helps create a calm and positive learning environment in which children feel safe and supported.

Children learn to keep themselves safe. For example, when a child kneels on his chair, staff explain why it is not good to do this as he may fall off and hurt himself. Staff reinforce road safety and keeping safe when going on visits into the community and children wear high visibility jackets. Children also engage in evacuation drills. This ensures they know what to do in the event of an emergency. These practices all enhance children's growing understanding of safety. Children benefit from fun filled opportunities to play outdoors and thoroughly enjoy the large open space provided. Staff join in with their play, such as ball games, which helps children develop positive attitudes towards healthy lifestyles and exercise. Staff take lots of pictures of the children who attend the setting. They laminate these and place them in the continuous provision areas so children can talk about previous activities and events. There are lots of colourful displays of children's work

and topics they have completed. Although staff introduce some cultural themes into the planning and celebrate some festivals with the children, there are no pictures or posters to draw children's attention to and awareness of the difference and diversity of the world around them.

Low-level storage, labelled baskets and attractive displays encourage children's independence. All children have the opportunity to develop their own independence and self-help skills at mealtimes and at other times throughout the session. Children wash their own hands and faces before eating; they spread their own butter on crisp breads using their own special knife; they pour their own drinks, and then when they have finished they place their used utensils on the trolley. Children learn to dress and undress themselves. For example, children find their shoes and try to put them back on after coming inside. Children are able to make choices about what they eat at mealtimes and enjoy healthy nutritious freshly prepared meals cooked on site. High hygiene standards are followed both within the nursery and as children are changed. Staff wear aprons and gloves when changing nappies and thoroughly clean changing mats after use. They use soothing voices and give children toys to hold whilst changing. This helps reassure children and engages them in changing routines.

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

The management and staff team have a good understanding of their responsibility to meet the safeguarding and welfare requirements. The efficient recruitment and vetting procedures ensure that all staff are suitable to work with children. A thorough induction and subsequent supervision and appraisal meetings ensures that all staff have a clear understanding of their role and responsibilities towards the children and the nursery, and ongoing professional development. Staff have a secure understanding of how to safeguard children and confidently discuss the procedures to follow should a concern arise. This also includes identifying and responding to adult behaviour. All relevant documentation is in place for the safe running the setting and welfare of children. Staff have a good knowledge and understanding of the nursery's procedures to record any accidents and safely administer medicine to children. Full permission from parents is obtained to help keep children healthy and any care plans are considered with parents and followed by staff. The nursery implements clear complaints policies and procedures.

Staff are vigilant about children's safety and complete full risk assessments for all areas and activities. Comprehensive records are kept of safety checks. This helps ensure all areas are safe and secure for children's safety. The access to the premises is closely monitored. Doors are activated by keyfobs held by staff so no unauthorised person can gain entry to the premises. Staff check visitors identification and passwords are used with any adults other than parents when collecting children. All outings are risk assessed and high staff ratios are maintained to help keep children safe. Good use is made of displays in the foyer to inform parents of staff qualifications, play activities and learning, and places of interest. A sun safety policy has been introduced to ensure that children are kept safe during hot weather. Fire safety equipment is regularly checked and maintained.

Children's progress and the quality of teaching is monitored closely by the management. The manager is supported by the governing body and the head teacher of the school who is the nominated person. Staff hold regular meetings and appraisals are in place to help monitor and assess the quality of their work and service. The nominated person and designated governors spend time in the playroom observing staff and modelling good practice to help maintain high standards. Consequently, all staff are motivated and enthusiastic in their role. Staff, parents and children actively contribute to the nursery's self-evaluation procedures. The nursery has its own development plan and receives support from the local childcare advisers. They regularly evaluate their practice and identify what they want to develop further. This demonstrates their shared vision for quality and helps foster a culture of continual improvement. Staff ratios and staff deployment are closely monitored by the manager to ensure children's safety and security.

Positive links are established with local partners, including the host school, which means the nursery actively plans for all children to make the best of their play and learning opportunities. The staff understand the importance of working with other professionals involved in the children's care. However, these links are less well established with the other settings children attend to ensure a combined approach is sought in assessing children's learning and development.

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

Unique reference number	EY221560
Local authority	Cumbria
Inspection number	855745
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	38
Name of provider	Frizington Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01946 810 846

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

