

Hindpool Nursery Childcare Centre

Bath Street, BARROW-IN-FURNESS, Cumbria, LA14 5TS

Inspection date

Previous inspection date

29/08/2013

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 1

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 understand and effectively respond to the learning and development needs of children and the importance of the role parents play in their children's learning.
- All procedures for safeguarding children are in place and consistently and rigorously applied throughout all aspects of the provision.
- The management team work effectively together sharing facilities, resources, staff and expertise, which are used to good effect to bring about improvements in teaching and learning for very young children.
- Children's personal, social and emotional development is supported extremely well. Staff encourage children to develop independence, resilience and self-esteem ensuring they are happy, secure and confident to be away from their parents.

It is not yet outstanding because

- The current system for gathering attainment information and data for two-year-olds is not yet fully in place. As a consequence, staff do not have a complete picture of the learning and development needs of some groups of young children.
- Opportunities for learning are sometimes missed resulting in some children's coordination and problem solving skills not being consistently developed during climbing and balancing activities.

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.

Inspection activities

- The inspector observed a number of children and groups involved in play activities in the indoor and outdoor areas.
- The inspector held discussions with the manager, named person, special educational needs coordinator, the staff and the children throughout the visit.
- The inspector held a meeting and completed a joint observation with the manager.
- The inspector took account of the views of a number of parents on the day of the inspection and from other parents from information included in children's files and nursery evaluations.
- The inspector looked at children's assessment records, planning documentation and the systems for recording and monitoring children's progress, transition records.
- The inspector reviewed welfare compliance including evidence of suitability of qualifications of staff, the policies and procedures of the setting, staff supervision and appraisal and staff development and training.

Inspector

Heather Dakin

Full Report

Information about the setting

Hindpool Nursery Childcare Centre is situated within and is an integrated part of Hindpool Nursery School. It is registered on the Early Years Register and managed by the governing body of the school. The site is shared with Hindpool Children's Centre.

The childcare centre opened in 2001 and operates from two rooms in the unit. The childcare centre is open 50 weeks of the year, Monday to Friday from 7.30am to 5.30pm. It has its own outdoor area and also shares access to the large well equipped garden area with the nursery school. The childcare team employs seven staff, all of whom hold appropriate early years qualifications.

The childcare service currently provides funded nursery education for children aged two to three years and wrap around and holiday care for children aged two to five years. There are currently 49 children from two to five years on roll. The childcare centre supports children with English as an additional language and a number of children with special educational needs and/or disabilities. The majority of children come from the local area of Hindpool, with a small number travelling from other parts of the town. The ward of Hindpool is recorded as having a high level of social deprivation.

What the setting needs to do to improve further

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

- enhance the current data management system to enable staff to compare and contrast the attainment of different groups of two-year-olds to ensure that all children make progress in a timely manner
- extend ways to challenge children during physical activities to improve their coordination and further develop their problem-solving skills.

Inspection judgements

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

Provision in the childcare centre is good with some outstanding elements. The ratio of staff to children is very good enabling children to receive individual support and attention. The areas and characteristics of learning are planned for and delivered on a daily basis through a good balance of taught and child-led activities. There is an excellent range of

indoor and outdoor resources, which staff use very effectively to interest and engage children. However, opportunities for learning are sometimes missed resulting in some children's coordination and problem-solving skills not being consistently developed during climbing and balancing activities. For example, a child experiencing some difficulty climbing off a high structure was encouraged to try harder but not given verbal instruction of how to descend safely. As a consequence, he did not learn how to use his hands and feet to help him to climb down and had to be helped down by the member of staff.

Children come into nursery with knowledge, understanding and skills that are generally below what is expected for their age and stage of development at age two and three years. They make good progress because teaching is good and in some areas exceptional. There is a good balance of activities across the seven areas of learning, resources are plentiful and age appropriate and the indoor and outdoor environment is exciting, interactive and engaging. Children with special educational needs and/or disabilities are identified at a very early stage and so they achieve well. There are a significant number of children entering nursery with speech and language delay, which staff are aware of and manage very well in partnership with parents and external agencies.

Staff have excellent links and partnerships with the school on-site nursery, the on-site children's centre and with other agencies. They share knowledge and expertise with professionals like health visitors to support potentially vulnerable children during play activities and home visits. The staff involve parents in supporting their children's learning through home visits, including those who are harder to reach. They know their children well and there are excellent systems in place for assessing and tracking three- and four-year-old children's progress. However, the system for tracking the progress of two-year-olds is less robust because it does not allow staff to identify the progress made by different groups of children. For example, progress by gender, children with special educational needs and/or disabilities, children with English as an additional language and families who access ongoing home visit support. Children's learning is recorded in learning journals and on tracking forms, which are shared with parents and the next provider. This ensures that when children move to their next level of learning there are reliable assessments of their abilities and interests for staff to use to set the children's new starting point.

There is an excellent selection of indoor and outdoor resources, which staff use effectively to develop children's independence and to teach an understanding of the world. The children access a wide range of information and technology and take part in learning about differences and similarities in communities and traditions. They celebrate a wide range of festivals and learn about the languages and cultural differences of other people. For example, during their 'journey around Britain' the children discussed different modes of transport that are used at home but also in different countries, like bicycles in China to get about more easily in busy cities. An older child explained that people speak different languages on holiday and sometimes on television. The children are well supported in acquiring skills in the English language through everyday play and as part of focused speech and language activities. Through these experiences children are developing skills that will help them to become successful learners in the future.

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

Children's welfare is promoted very effectively, leading to children's personal social and emotional development being outstanding. All procedures to maintain children's safety are in place. Relationships between staff and children are excellent and children relate particularly well to their key person who oversees their progress and needs.

The outdoor area provides extensive opportunities for physical development through exploratory and investigative play. It is safe and secure, therefore, children are confident to take part in activities, such as loading up food and crockery onto a wheel barrow and wheeling it down a slope to the camping area. The children are very eager and keen to join in the wide range of exploratory and investigative activities on offer. The staff are good role models, with high expectations for children's good behaviour. They are respectful and courteous to each other and expect the same of the children. The children are independent learners who make excellent attempts to take care of their own personal needs. For example, they take control of their own personal care, only asking for support from staff where needed. At lunch and snack time the children take the initiative to wash and dry their hands and to access their lunch from their own lunch box. During activities children are confident in the choices they make. For example, they select their own resources and the area in which they want to play. They move from activity to activity at their own pace and are confident to ask staff for assistance or additional resources as and when needed.

There are excellent transition procedures for introducing children to the school nursery, and from nursery to school. Prior to starting nursery parents are offered home visits, which help children to settle quickly and make a good start in their learning and play. Once a child starts nursery there is an option to continue home visits, which promote ongoing learning for children. For example, there are opportunities to learn how to play with a child at home and to get advice on sleep routines and healthy eating. The extensive range of additional services, like before and after school and holiday care, and the linked services with the children's centre, makes an excellent contribution to children's welfare and keeping them safe. Children learn to stay safe during play activities because of the clear guidance they are given by adults. Staff enable children to engage in a healthy lifestyle through the provision of a fruit snack and during discussions about the content of lunch boxes and negotiation around the eating and drinking choices they make.

Parents are warmly welcomed and feel valued. They appreciate the time staff spend with them as well as their children and confirm how much their children enjoy coming to nursery. The children are happy and willing learners. They relate very well to nursery staff, and particularly to their key person, demonstrating how confident, safe and secure they feel. The children spend a great deal of time playing outdoors, making the most of the inspirational outdoor area. The excellent free-flow arrangements enable children play indoors or outside and to experience a healthy lifestyle, whilst accessing vigorous exercise in a safe, secure and exceptionally well-resourced environment. As a consequence, children behave well. They cooperate very successfully with each other, taking turns and sharing resources, which staff actively model and promote through their behaviour towards each other, parents and children. The children respond well to the very high

standards set by staff in the way they show courtesy and respect for staff and each other.

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

Leadership and management is good because the management team has a clear vision and strives to provide a quality service. The manager of the childcare centre works closely with school governors, teachers and the head teacher of the nursery school who is the childcare centre's named person. Together the team has made changes in the way they work to accommodate the significant rise in the number of two-year-olds who start at the childcare centre with significant learning and development needs. The nursery school and the childcare centre share facilities, resources, staff and expertise, which is being used to good effect to bring about improvements in teaching and learning for very young children. The management team is in the process of developing an information and data management system, which reflects the excellent system already in place in the nursery school for three- and four-year-olds. The staff have completed progress checks at age two but the management team have yet to collate this information to allow staff to monitor how well different groups of children are progressing across the areas and characteristics of learning. As a consequence, the decision making of the management team is based on an incomplete picture of the learning and development needs of some groups of two-year-olds.

The management team monitors educational programmes to ensure the quality of teaching and learning is continuously improving and that all areas of the early years curriculum are delivered. This ensures that the development needs of all children are fully met and that children are continually provided with opportunities to progress. Comprehensive monitoring activity ensures that children continue to receive a good standard of care and education throughout their early years. Planning is reviewed and attainment is monitored to ensure children are making appropriate progress across all areas of learning. The current planning system is flexible and works because it can respond quickly to children's developing needs. Planning is regularly reviewed by the manager and the system is modified and updated as programmes of learning change and need to be adapted. As part of the monitoring process staff are formally and informally observed. Outcomes are recorded and cross-referenced into staff development files to be shared at supervision meetings. School governors take part in observation of activities and offer a lay person perspective of the effectiveness of learning programmes. Staff are highly motivated and feel supported in all areas of their role.

The management team ensures that shared policies are regularly updated and that staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. Recruitment, vetting and staff induction procedures are rigorous ensuring that all staff have the appropriate skills and qualifications and are suitable and safe to work with children. All procedures for safeguarding children are in place and consistently and rigorously applied throughout all aspects of the provision. All the recommended procedures for safeguarding children are shared between the school nursery and the childcare centre. The governors take an active part in conducting regular

risk assessments to ensure the safety of all children is effectively managed. The staff know their children and families well and access into the building is permitted only via a member of staff through an entrance, which is access code protected.

The parent partnership is a strength of the centre. The positive relationships between staff and parents ensure that the children's needs are well met. Parents are confident that their suggestions and comments are valued and any concerns they have are listened to and dealt with quickly. Partnership working with external agencies is very effective in ensuring that children receive a good level of support when additional needs are identified. Staff involve external agencies, professionals from involved settings, parents, children and school governors.

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	317574
Local authority	Cumbria
Inspection number	865124
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	49
Name of provider	Hindpool Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01229 833120

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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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