

Aspatia Community Childcare

Richmond Hill School, Queen Street, Aspatia, WIGSTON, Cumbria, CA7 3BQ

Inspection date

07/11/2013

Previous inspection date

06/04/2009

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 form secure emotional attachments with their key person and other staff, which promotes their well-being and helps them to feel safe and secure.
- Observations and assessments are precise and clearly identify the children's next steps. As a result, all children make good progress towards the early learning goals.
- Teaching is good because activities are well planned and resourced and staff are confident to follow the interests of children in order to further promote development across all areas of learning.
- Effective partnership working with parents means there is continuity of learning between the nursery and home, which contributes to the progress children make.
- Staff give the highest regard to making children's transitions from home to nursery a warm and pleasant experience. Subsequently children are happy and confident in being away from their parents.

It is not yet outstanding because

- There is scope for the nursery to be more proactive in re-engaging the services of external agencies, so that children with speech and language delay receive even higher levels of ongoing coordinated support.
- Opportunities for three and four-year-old children to select utensils, choose their food and serve themselves during snack and lunchtime are not always maximised.

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 premises and the outside area and observed a number of children and groups involved in play activities indoors and outdoors.
- The inspector reviewed policies and procedures, risk assessments and the monitoring and assessment procedures linked to safeguarding and the well-being of all children.
- The inspector met with the manager, the management team and spoke with staff and children at appropriate times during the day.
- The inspector took account of the views of parents spoken to on the day and evidenced on children's and staff records.
- The inspector reviewed children's assessment records and planning documentation and confirmed suitability of staff and staff training and development.
- The inspector reviewed the performance management system and process with the manager and the wider management team.
- The inspector conducted a joint observation with the manager.

Inspector

Heather Dakin

Full report

Information about the setting

Aspatria Community Childcare is managed by Aspatria Community Initiatives Ltd. It opened in 2006 and is located within Richmond Hill Primary School in Aspatria, approximately eight miles from Wigton in West Cumbria. There are currently 43 children in the early years age group who attend. The nursery is registered on Early Years register and the compulsory and voluntary parts of the Childcare Register. Children have use of a partitioned playroom, a sleep area and occasionally have use of the nursery classroom. Children use the school's toilets.

The nursery is open each weekday from 8am to 6pm, all year round. All children share access to two secure enclosed outdoor play areas. The nursery serves the immediate and extended rural communities and receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs six members of staff all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review access to external agencies, for example, re-engage speech and language support to provide additional advice and guidance, which will further extend the very good progress being made by children with speech and language delay
- enhance opportunities for three- and four-year- old children to further develop their independence during daily routines, for example, provide child-sized equipment and utensils that can be manipulated by small hands and maximise opportunities for children to make informed choices about what they eat.

Inspection judgements

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

Children make very good progress in all areas of learning because the quality of teaching is good and sometimes outstanding. The staff have secure knowledge and understanding of how to engage the interest of children and are confident in their teaching and the strategies they use to further promote children's development. Staff develop children's thinking through effective questioning and the use of well-maintained resources, which extend and develop their learning. For example, during a reading activity staff give children time to answer questions and encourage them to take turns. The children are

confident to contribute to stories by discussing and predicting what is happening. The physical and imaginative play areas are well resourced and engage all children who enjoy action games and role playing with each other and members of staff. The staff have high expectations for children's learning during activities. However, there is scope to further promote the independence of three- and four-year-old children during daily routines. For example, at meal times some serving equipment is large and access to plates and cups and the serving of snack is primarily initiated by staff without children always being able to see what options are available.

Staff plan and deliver an excellent balance of child-initiated and taught activities which are exciting and engage children both indoors and outdoors. For example, a child dressed as a fireman joined a group of children who were drawing. He drew a beautiful, colourful bonfire and when asked why he was wearing his suit he explained that "fireman put out fires so you don't get burnt". Assessments cover all areas of learning and are used extremely effectively to re-shape tasks and to plan for children's next steps. Children with special educational needs and/or disabilities make very good progress taking into account their starting points and capabilities. Older children are very well prepared for school as staff exploit teaching opportunities to encourage children to read books and develop their early writing skills during a wide range of activities. As a result, all children use stories as part of their imaginary play. For example, a book depicting a castle and a princess was used by a child who dressed herself in a tiara, beads and bracelets. She pointed to the princess in the book saying 'me', as she read the story to herself.

Children feel cared for, safe and secure because staff listen to them and react appropriately to their wants and needs. The key person role is used exceptionally well to engage parents in their children's learning and assessment. This partnership is used extremely effectively to support children to develop confidence and make good progress in their personal, social, emotional, physical and language development. For example, home to nursery book bags provide parents with suggestions of how to promote their child's development at home. They include ideas for early reading, writing, storytelling and play activities, and include resources, such as reading and writing books, photographs and a toy. The photographs provide visual examples of how to use the resources, and show children and parents having fun playing and learning together. Additionally parents and children actively engage with 'George' the nursery monkey who goes on holiday with them. They take photographs of George joining in the family fun and write updates on how he enjoyed and managed his time away from nursery. This helps the children to maintain the link between home and nursery during a long break and supports the very good progress they make in their learning. Parents confirm that the book bags and George are positive tools which help them to improve children's learning at home.

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

The staff provide a warm, safe and secure environment, which is used effectively to help all children to learn and develop secure attachments with appropriate adults. The provision for ensuring the well-being of babies and children is very good because children are protected and nurtured by staff who know them well. There is a very strong

partnership between staff and parents, which is used effectively to communicate and support children's development needs. The key person role is well established and is used very effectively to support parents in shaping how they manage their children's learning at home. The staff teach children to effectively manage their feelings and behaviour and are good role models in the care and consideration they give to children and each other. During activities children are encouraged to make choices, which builds the emotional resilience they need to progress to the next stage in their learning and development. The staff teach children about healthy eating and to manage their own risk during indoor and outdoor activities and daily routines.

The emotional well-being of babies is promoted effectively by all staff. They help them to manage their behaviour in appropriate ways, for example, with reassuring looks and calming strategies, such as patting, rocking and cuddling. The staff talk to babies during nappy changes, which helps them to feel relaxed and content. Very young children are encouraged to develop independence and self-care skills as they hold their own cups and are shown how to drink from them. Good hygiene practices during nappy changing and daily routines help keep all children safe and healthy. Healthy snacks and meals are provided and staff introduce new tastes and textures, which encourage all children to try something different. As a consequence children are developing understanding about aspects of healthy eating and self-care at an early age.

Children are extremely well prepared to move to the next level of learning. Excellent information sharing, good relationships and effective strategies ensure that children know what changes to expect. This helps to make them feel confident and secure. Transition arrangements are exceptionally well managed. The staff provide good quality induction information before children start nursery and offer a choice of settling in opportunities to enable parents to decide which will best meet the needs of their child. Parents provide detailed information about their child's routines, which staff use to populate their development and care plans. All parents are encouraged to stay with their children to help them to settle into nursery more quickly. Together these strategies help to prepare children emotionally for their next stage in learning and support parents by giving them confidence that their children are well cared for and kept safe.

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

Leadership and management of the nursery are good because the management team is committed to providing a safe, secure and high quality learning experience for all children. The performance management of staff is exceptionally good because it identifies and secures the necessary improvements to teaching. There is a comprehensive induction and training programme, which helps to ensure that all staff have access to current early years practice and a wide range of learning and development opportunities. The manager collects data and information on children's progress, which is used very well to support staff to improve children's outcomes and prepare them for school. Safeguarding procedures are reviewed regularly to ensure requirements are fully met. Children are extremely well protected because the manager carries out robust recruitment and vetting

procedures for new staff. Ongoing checks to confirm continued suitability of staff take place during regular supervision and at annual appraisal. The manager monitors adherence to policies through discussions with staff and observation of their safeguarding and health and safety practices. This helps to ensure that children are kept safe at all times. The designated lead for safeguarding has a clear understanding of the role and all staff are aware of what action to take should they have any child protection concerns.

The manager provides clear leadership and ensures all staff have a good understanding of their responsibility to meet the learning and development requirements of the Early Years Foundation Stage. Educational programmes are regularly monitored and planning and assessment reviews provide a clear picture of all children's progress towards the early learning goals. All children make very good progress in their learning in relation given their starting points and capabilities. The committee effectively manage their legal role and responsibilities.

Partnerships with external agencies help to improve the quality of teaching and promote good outcomes for children. Where children's starting points are below those of other children the nursery follows advice and guidance from other professionals to ensure that any gaps in children's learning are closing over time. However, there is scope for the nursery to be even more proactive in seeking the re-engagement of speech and language services to further support children who have some language delay. Parents, children and staff contribute to the assessment process. Self-evaluation is used effectively by the management team to monitor practice and improve the nursery. There are very good plans in place to ensure improvements are focused, actioned, and updated. The manager uses feedback from parents, staff, children and external professionals to improve outcomes for children. For example, through feedback from questionnaires parents requested evening nursery meetings. This has now been implemented and will help to ensure that all parents have enhanced opportunities to meet with key staff and the management team to discuss their children's progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY339883
Local authority	Cumbria
Inspection number	857193
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	43
Name of provider	Aspatria Community Initiatives Ltd
Date of previous inspection	06/04/2009
Telephone number	016973 23567

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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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