

# Bram Longstaffe Neighbourhood Nursery

Farm Street, BARROW-IN-FURNESS, Cumbria, LA14 2RX

<b>Inspection date</b>	11/11/2013
Previous inspection date	02/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not wholly protected from harm or abuse because policies and procedures are not followed precisely.
- Managers and staff do not fully understand the level to which a child is potentially at further risk of harm or abuse. Consequently, children are not fully protected by those in the setting.
- Managers and staff do not fully understand the importance of reporting concerns regarding all, or any children, to the appropriate agencies in a timely manner.
- Not all parents and carers are aware of information regarding their children's progress and policies and procedures within the setting.

### It has the following strengths

- Staff are skilled in teaching and providing learning opportunities. As a result, children are effectively stimulated, motivated and make good progress.
- The development of communication and language and personal, social and emotional development is a strength within the setting. This is because strong attachments are formed, which help children settle and gain confidence with their key persons.

## **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 held discussions with the head teacher, members of the governing body, the setting's safeguarding officer and staff.
- The inspector had a tour of the premises, observing where children play.
- The inspector conducted a joint observation with the head teacher.
- The inspector observed and talked with children as they played and took part in activities.
- The inspector looked at documentation, including safeguarding policies, risk assessments and health and safety documents.
- The inspector took into account the views of parents through discussion.
- The inspector checked evidence of staff suitability and their qualifications and the setting's improvement plan.
- The inspector looked at children's files, planning and assessment documents.

## **Inspector**

Janice Caryl

## **Full report**

### **Information about the setting**

Bram Longstaffe Neighbourhood Nursery was registered in 2004 and is on the Early Years Register. It is situated in Bram Longstaffe Nursery School and the Bram Longstaffe Children's Centre is also on site, on Barrow Island, Barrow-in-Furness, Cumbria and is managed by the nursery school governing body. The Neighbourhood Nursery serves the local area and is accessible to all children. It operates from six rooms and there are enclosed areas available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. This includes one of the childcare managers who holds a Foundation Degree in Early Years Education and Care, two staff with Qualified Teacher Status, 4 staff with level 3 and 4 who are on site during term time and one member of staff who is an apprentice.

The Neighbourhood Nursery opens Monday to Friday all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The setting provides funded early education for two-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that the correct safeguarding procedures are implemented at all times, so that the risk to children from harm and abuse is minimised
- provide further coaching support and training to managers and staff, so that they fully understand the implications for not reporting concerns in a timely way. Ensure they feel confident and capable of making the correct decisions and respond to safeguarding issues immediately
- ensure that any concerns regarding children's safety are notified to the appropriate agencies, such as children's social care, without delay so they are protected from harm and or abuse.

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

- enhance the already good communication with parents regarding information sharing, such as, children's progress and policies and procedures. For example, invite parents to sign to say they have discussed or read them, so that they remain fully aware and understand their importance.

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

Staff have a good understanding of how children learn and develop. Their skilled teaching techniques help children learn effectively in all areas. Key persons establish good relationships with parents by visiting them in the home before children start. Information gathered is documented on 'all about me' sheets and updated through regular discussions. This information and subsequent regular observations are assessed and inform the planning. As a result, children's individual interests and learning needs are well met. Children make good progress in relation to their starting points because staff carefully monitor their development. Progress sheets are completed, including the progress check for children aged two. Children with special educational needs and/or disabilities are supported well to make suitable progress relative to their needs. This is because staff are skilled and proficient in identifying the next steps in children's learning and development.

Staff have high expectations of children's abilities. They teach children to be independent through effective guidance and support. For example, children scrape their own plates at lunch time and place them in a box for washing. They are encouraged to try hard as they put on their own shoes and wet weather clothing. Consequently, they gain self-confidence and a positive self-esteem as staff praise them for their efforts. Staff support children in

developing their language and communication skills. They interact with children at their level, maintain eye contact, and use gestures and signs to reinforce verbal communication. Consequently, children gain confidence in communication skills and develop new vocabulary, relative to their ages. Children in the baby room have lots of opportunities to practise their increasing mobility and coordination skills. The space and equipment supports them in crawling, toddling and climbing. Staff support children well in developing these skills as they carefully observe, physically support when necessary and congratulate them on their achievements. Sand, water and paint opportunities in all areas help children develop their fine manipulative skills as they handle tools and equipment. They develop learning in early mathematical skills and language as they empty and fill containers. Staff model the actions and talk about 'heavy' and 'light' as they shake the sieve. Children mirror the action, finding great delight as they watch the sand pour through and repeat the word, 'heavy'. Children show enthusiasm as they join in the singing and mime the actions to nursery rhymes and singing games. Staff give children opportunities to take the lead in singing the rhymes, while adults and children do the actions. This results in children who develop high levels of confidence and self-esteem in preparation for moving onto school. Children enjoy playing outside in the rain, splashing in puddles and experiencing the wet weather. Staff are good role models as they enthusiastically support children in their play and investigations of water and its properties. Staff teach children to recognise their name alongside their pictures so that children can self-register. As a result, children begin to understand the concept of reading. The environment is well organised and resourced to promote children's independence in writing skills. For example, children independently find writing tools, such as, pencils and pens, and take them to write their own name on their picture.

Staff develop secure relationships with parents and carers. They provide daily and written reports regarding children's routines and activities. Meetings and daily discussions inform parents of how well their children are developing. They comment that they are very satisfied with the care and learning their children receive. They are invited to share observations from home and make comments in their learning journals. However, not all parents are fully aware of the relevance of their learning journals and of how their children are progressing. Staff are good at supporting children in all aspects of their children's development. Books and reading materials are shared, support is given regarding toilet training and advice provided with regard to family and parenting issues. This helps parents to feel fully involved and valued in the setting. As a result, children benefit because they see positive role modelling and relationships building.

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

Children's safety and well-being is not sufficiently met, because staff and managers do not follow the safeguarding procedures precisely. There is a lack of understanding about when children are at risk of further harm or abuse. Consequently, this is a major breach in the safeguarding and welfare requirements that impacts on children's lives. In addition, requirements to report concerns to the relevant authorities in a timely fashion are not adhered to. As a result, children are put further at risk because early intervention and prevention is not in place.

Children's emotional well-being is fostered appropriately. This is because staff work effectively as key persons, and attachments with children are secure. Children are helped to settle in a supportive and welcoming environment. Staff are vigilant as young children take their first steps. They encourage and praise children, promoting confidence and self-esteem. Sleeping children are monitored consistently, to ensure they are safe and secure. The two-year-olds manage their environment well, exploring confidently and learning to manage their own risk. For example, they climb and build, and learn about how to keep themselves safe. Staff teach them about washing their hands after using the toilet and before eating. They are comfortable and confident as they are supported by staff as they climb independently onto the changing table. Older children's personal, social and emotional development is fostered well with key persons who fully understand their needs. The outdoor environment is accessible for all children, enabling free choice and exploration. As a result, children benefit from daily fresh air and exercise. Children are provided with healthy nutritious meals that are freshly prepared on the premises. They are taught about the different foods by staff that sit and talk with children as they eat. Displays of fresh fruit and vegetables and activities help reinforce the messages, so that children gain a broader understanding of healthy eating.

Staff support children in managing their feelings and behaviour. Positive behaviour strategies are implemented, relative to children's age, development and individual need. Staff demonstrate their awareness that every child is unique and have their own needs and personalities. This is reflected in how they work with children to help them play and work together and manage their own feelings. As a result, children develop secure friendships and support each other in their play. Children are comfortable and confident as they move through the nursery and onto school. Key persons from different areas work together and share information so that everyone knows the children's needs before they move on. Children benefit by having visits where they become familiar with their new environment and key staff. Information is appropriately shared between the nursery and other settings. This helps ensure that children are comfortable in their transition, helping to keep them emotionally secure.

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

The inspection took place following notification of a concern raised by the provider, regarding safeguarding procedures. The inspection found that although clear policies and procedures are in place, these were not adhered to appropriately at the time of the incident. Consequently, children are not effectively safeguarded. Staff receive training and professional development opportunities on a regular basis. However, although all staff and managers are fully trained in child protection, they do not fully understand the criteria for assessing whether a child is at further risk of harm. As a result, the relevant agencies that are available to advise, intervene and protect children are not consulted in a timely fashion. The recruitment process for staff is robust. Managers ensure that all staff meet the required level of qualifications, skills and experiences needed for the job. New staff are vetted through the Disclosure and Barring Service checks and written references ensure

staff are suitable and safe to work with the children. All staff, apprentices and students undergo a full and detailed induction process. This includes, safeguarding and child protection, health and safety and confidentiality. The environment is kept safe through thorough risk assessments that are reviewed regularly. For example, outings, visits and general play equipment indoors and outdoors.

Managers and leaders understand their responsibilities with regard to the learning and development requirements. The educational programme and children's progress is monitored effectively through planning meetings and discussion. Overall progression is easily checked through a colour coding process. Consequently, children's development and any gaps in children's learning are identified early. The managers ensure that staff receive high quality training opportunities to help them develop their skills. Annual appraisals help to identify training needs. Individual and group supervision meetings help to address any specific areas of support identified in staff practice. As a result, staff remain motivated to deliver good quality learning opportunities, which help children make best progress. The policies and procedures are reviewed regularly and available for parents and carers to read. New policies are developed when necessary and help to improve and enhance practice. However, there is scope to promote these more fully as not all parents are totally familiar of them or their content.

The governing body and managers have a clear vision of how they can build upon and improve aspects of the childcare and nursery. There is a reflective approach to practice and the improvement plan identifies areas of priority. There is strong team approach with regular staff meetings. As a result, ideas and suggestions and training needs are discussed and put into action as necessary. Managers and staff at the setting have developed good partnerships with parents and other professionals. Parents are complimentary about how well managers and staff work with them to support their children. The managers work closely with other professionals within the children's centre. As result, children and families benefit because of its holistic team approach to meeting children's needs.

## 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

<b>Unique reference number</b>	EY285306
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	942591
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	53
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Bram Longstaffe Nursery School Governing Body
<b>Date of previous inspection</b>	02/11/2012
<b>Telephone number</b>	01229 814900

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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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