

Houghton Nursery Group

Houghton Nursery Group, Jackson Road, Houghton, CARLISLE, Cumbria, CA3 0PA

Inspection date

28/11/2013

Previous inspection date

12/10/2009

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

- Teaching is good because staff fully support children's play and learning and use children's interest when planning activities. As a result, children are engaged and motivated in all that they do and make good progress in all areas of their learning.
- The key person role is well embedded so all children form a secure emotional attachment and strong bond with a familiar member of staff. As a result, children's emotional well-being is well supported and they confident and self-assured.
- Good relationships are established with all parents who are kept well informed about their children's progress and learning needs so that information is regularly share to effectively promote consistency and continuity in children's care and learning, both in the nursery and at home.

It is not yet outstanding because

- There is scope to enhance children's play and learning by introducing more natural materials and resources to engage children further in exploring, investigating and discovery by using their senses.
- Opportunities to promote all the children's cultural backgrounds through visual images and the provision of resources are not fully embraced to positively reflect all the children's cultural identity and experiences.

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 main playroom and the side and rear play areas.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting with the manager and completed a joint observation.
- The inspector took account of the views of parents of the early years children attending the setting who were 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.
- 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

Houghton Nursery Group opened in its new premises in 2006 and is managed by Houghton Nursery Committee. It operates from a purpose-built building situated near to the main road in the village of Houghton. The nursery serves the immediate locality and also the surrounding areas. The setting is open each weekday from 8am to 6pm for 50 weeks of the year. During term time the setting provides a breakfast club between 8am and 8.45am, nursery care between 9am and 3.30pm for early years children and an after school club between 3.30pm and 6pm. During school holidays the setting provides a holiday play scheme each week day between 8pm and 6pm for children between the ages of two and a half and 11 years old. Children are cared for in one designated playroom and have access to several enclosed outdoor play areas surrounding the building.

There are currently 25 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

There are currently eight staff in total, of whom seven work directly with the children. Six staff have an appropriate early years qualification at level 3 and one is unqualified. The nursery works closely with the local primary school. The nursery is a member of the Pre-school Learning Alliance and the National Day Nurseries Association and receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance children sensory experiences by introducing more natural open-ended resources for children to use in their play
- provide more visual images and resources that celebrate all children's backgrounds, to positively reflect all children's cultural identity and experiences.

Inspection judgements

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

The quality of teaching is good. Staff know their children well so they provide a wide range of stimulating and interesting activities which meet their learning needs. Staff have a good understanding of how children learn best and therefore they use effective teaching

strategies to extend and challenge children in all that they do. Staff ask parents to complete a comprehensive 'all about me' information sheet when their children first start. This helps to identify children's initial starting points in their learning, so that staff plan effectively for each child's individual development. The staff team meet together each week to plan for all the children attending. They add children's interests from day to day, so the planning is kept sufficiently flexible to manage these additions. The planning shows the areas of learning that staff are focusing on for each child. Staff complete well written observations which record children's activities and achievements. They then use these observations to plan future activities, which also inform an overall assessment sheet at the end of each term. These documents are used to write a summary of children's progress that is sent home for parents to add their thoughts about how well their child is doing. As a result, parents are kept well informed about their children's progress and this means that they can continue their children's learning at home.

Children are cared for in one main play room, where they confidently explore their environment, and are keen to try new experiences. Exciting activities that stimulate children's interest are planned for and completed. For example, staff introduce children to many cultural festivals, events and celebrations, such as St Andrew's Day and Scotland as a topic. Staff talk to children about the Scottish flag and provide resources that children can select from to do their painting. Children have a great time painting with brushes to make a small flag and rollers to spread paint on the larger sheets of paper when they want to make a larger one. While children wash their brushes the staff member draws their attention to the colour of the water and how it changes colour when the white brushes are washed with the blue. The children then match the colour of their aprons and jumpers to the show they are the same. The interest table has associated Scottish items arranged on it that children handle and examine. Staff talk to children about famous Scottish people, Scottish music and they sing Scottish songs. They read popular children's stories in the Scottish dialect to show children different ways of speaking. Teaching is good. Staff support children in their chosen activities, talking to them as they play and joining in where appropriate. They listen to the children and skilfully extend their learning asking them questions and giving them time to answer. As a result, children are successfully challenged and are given time to think about their reply. Staff follow children's interests and add the children's ideas to the planning. They use effective teaching strategies to promote children's communication and language skills. For example, staff use strategies from the 'Every Child a Talker' programme which supports children's language development. Staff play memory games, sing rhymes and repeat words and sentences that children say, so that they learn the correct pronunciation. Children listen to music and sing number action songs to practise their mathematical skills. Information and communication technology resources encourage children to find out how to make things work. In the construction area there are several motorised vehicles set out on the shelves, children put them on the floor and press the buttons to make the lights flash and the sirens work. Children use real life equipment in their play, especially in the home corner, where they act out what they see and know from home. Staff extend children's experiences and expand their imagination following their interest. For example, children ask for a den inside, so the staff place a dark cloth over a table and provide them with torches so they can see in the dark. Staff use the Early Years Outcome guidance to support the monitoring and assessment process of all children's learning to ensure that it is in line with the typical developmental ranges for their age. As a result, they are

obtaining the skills, attitudes and dispositions they need for the next stage of learning and for school.

Partnership with parents is very good. Parents are warmly welcomed into the nursery at all times, by friendly, approachable staff. Staff encourage them to take part in their children's learning and development. They send home a 'my week at Houghton nursery' book where parents read about what their child has done in nursery. Staff encourage parents to record significant events in their children's lives that are then shared with the staff, so that they can talk to the children during 'time to talk' activities. Parents express a high regard for the service the staff team provide. The positive comments received during the inspection confirm that parents are kept well informed and receive lots of information about children's progress. They especially like the open day events giving them the opportunity to see their children playing and time to discuss their children's progress and development.

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

Children are well supported with their move from home to nursery and later on to school, through the staff's supportive and sensitive approach to settling in. Parents and carers are warmly welcomed in to the nursery at all times. The settling in process is guided by close communication between parents and key persons to support each child's individual needs. Children happily enter the nursery and are clearly comfortable with all staff. They develop a strong bond and a secure attachment with their key person, and as a result, children's emotional well-being is effectively supported. Children's behaviour demonstrates that they feel safe and secure. They are confident to approach visitors and engage them in their play. Parents are warmly invited to open says to spend time in the nursery playing with their children and talking with the staff, who are very good role models. Staff are very caring and approachable. They treat children with kindness and respect and speak softly and calmly to them. Children are well behaved. Staff teach them how to manage their own behaviour and therefore, they become tolerant of others. For example, they learn to share and take turns during group activities. Children learn how to keep themselves and others safe as they play. For example, they enjoy pedalling bikes and trikes around the playground where staff explain to them that if they pedal backwards they must look behind them to check that there is no one behind them. Children take part in topics about fire, meet the local firefighters, and regularly complete the fire evacuation procedure, so they learn about fire safety and what to do in an emergency.

Staff provide a stimulating environment for children. The indoor and outdoor areas are well resourced with a wide range of good quality equipment, activities and positive interaction, which engages children's interest and further develops their independence. However, there is scope to enhance children's play by introducing more natural resources, such as wooden objects, textured materials, stones, and shells, to support more open ended, sensory experiences. Children are confident and curious through the enthusiastic encouragement and support they receive from the staff. Children's physical development is positively reinforced. Staff make sure that children have continuous access to the outdoor classroom facility and take children into the other play areas for more physical activities. For example, children experiment with different ways of moving and develop

large muscle skills while pedalling small bikes and trikes around the playground and climbing up the steps on slide. Indoors children, children take part in physical exercise sessions, which not only introduces them to a healthy exercise programme, but also helps prepare them for their later move on to school. A variety of healthy nutritious snacks is offered, which includes fresh fruit and vegetables. Staff give advice to parents about the content of packed lunch meals and after attending training on healthy eating, the staff changed the portion size of foodstuffs provided to children at snack time. Children have been involved in planting and growing outside in their own raised beds, where they observed their own fruit, veg and plants growing. The introduction to caring for living things also provided opportunities for staff to teach children about where different foods come from and to talk about what their favourite foods are. Staff effectively promote children's independence and self-care skills throughout the day. On arrival at nursery, children find their name card and self-register themselves on the wall, to show they are here. Children become independent in dressing themselves through regular opportunities to put on and take off their coats, wash and dry their hands and to be very independent at snack time. They choose their own plate, help themselves to pieces of cucumber and carrot sticks, and pour their own drinks. Staff promote children's learning during these practical routines by introducing colour recognition, counting, calculating and comparing.

This is a fully inclusive nursery. Children's artwork is attractively displayed throughout the nursery. Staff arrange the displays at a low level so that children can see them. This shows children that their work is valued and they therefore develop a secure sense of belonging. The environment is rich in print and there are a range of labels and lovely pictures showing a children from other countries, to help children's awareness of the difference and diversity of the world. However, opportunities to promote and extend these visual images of diversity, are not as effectively used to support the backgrounds of all the children attending the nursery. Staff celebrate festivals and cultural events throughout the year and there are resources available to promote difference, diversity and disability in the nursery environment. Staff have a good knowledge of how to prepare children for moving to another setting. Children visit the school with staff on a regular basis following the term before they move up. The teaching staff also visit the nursery to get to know the children before they start. Staff share children's development records with the school staff and other childcare professionals working with the children to ensure that there is continuity in children's learning and development.

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

The manager and her dedicated staff team have a very good understanding of their responsibility to meet the safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. They complete robust recruitment and vetting procedures to verify all the committee and staffs suitability to work with children. The effective induction, and further supervision and appraisal processes completed by the manager ensure that all staff have a clear understanding of their role and responsibilities when working with the children. All staff effectively implement the nursery policies and procedures in their daily routines. They attend additional training to promote their own

ongoing professional development and keep all core training up to date. For example, all staff complete safeguarding training and first aid. As a result, staff have a secure understanding of how to safeguard children and to effectively deal with any accidents. They regularly discuss the procedures they must follow should a concern arise and this includes contacting the local safeguarding board triage services. All the required documentation is well maintained to ensure the smooth running of the nursery and to promote the safety and welfare of the children. Staff follow the nursery's procedures when recording any accidents and monitor them closely to make sure children continue to be looked after in a safe environment. Parental consent is obtained from parents to administer first aid and seek emergency advice and to administer any medication prescribed by the child's doctor. Information is obtained from parents about any health requirements and children's dietary needs. This information is strictly followed by all staff to ensure children's individual needs are effectively met. The nursery implements a clear complaint policy and a log book is available in the office.

Staff complete a full and detailed risk assessment in all the areas accessed by the children. Detailed records are kept of all the safety checks completed throughout the nursery. This ensures that all areas are kept safe and secure and any hazards are minimised so that all children can play safely. The access to the premises is closely monitored. The exterior door into the reception area cannot be opened by visitors or parents, therefore no unauthorised person can gain entry to the children. Staff check all visitors' identification and good security procedures are in place to ensure children are collected by authorised adults. Staff ratios are over and above what is required to ensure children are well supported in their play. Staff make good use of pictorial displays to share information with parents. This includes details about the Early Years Foundation Stage so parents can continue to help with their children's learning at home. The manager closely monitors the quality of teaching and learning throughout the nursery. She monitors and assesses the staff working with the children to ensure high standards are constantly maintained. Consequently, all staff demonstrate good practice with the children and they are motivated and enthusiastic in their teaching roles. All staff members, parents, carers and children, actively contribute to the nursery's monitoring and self-evaluation strategies. Additional advice and guidance is obtained through quality reviews completed by the local authority early years team. The nursery implements its own targeted action plan following these reviews to identify what they want to develop further. This demonstrates their shared vision to constantly improve their already good quality provision and foster a culture of continued good practice.

Partnerships with parents and carers, external agencies and other settings supporting children's care and education are good. As a result, the nursery actively supports and works in partnership with others. By doing so this ensures that all children get the best opportunities to develop to their full potential. The manager and staff constantly encourage the sharing of information with the other settings children attend. Therefore, a combined approach is maintained to competently assess children's all round development and to ensure early intervention is swiftly secured.

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	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	EY334729
Local authority	Cumbria
Inspection number	862621
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	25
Name of provider	Houghton Nursery Group Committee
Date of previous inspection	12/10/2009
Telephone number	01228 558888

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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
Manchester
M1 2WD

T: 0300 123 4234
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