

Furness Childcare @ Newbarns

Newbarns Primary School, Rising Side, BARROW-IN-FURNESS, Cumbria, LA13 9ET

Inspection date	10/01/2014
Previous inspection date	09/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff provide a welcoming and relaxed environment where children are happy and confident to explore their surroundings. They settle quickly and develop close bonds with their key persons. This means that their emotional well-being is well supported.
- Staff provide a wide range of stimulating activities which are mainly based upon children's individual interests. Children are very motivated and eager to engage in these activities, which support them to make good progress in their learning and development.
- Staff have good relationships with parents and staff in the school. This means that they all work together effectively to support the children's care and learning needs.
- Staff are fully aware of their responsibilities to fulfil the safeguarding and welfare requirements. Consequently, children remain safe and secure when attending this out of school facility.

It is not yet outstanding because

- The range of opportunities for children to further develop their skills in operating technological equipment are not fully embedded.
- There is scope to further improve children's good literacy skills by extending the range of books available to 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 and spoke to children and staff as they undertook activities together in the play room.
- The inspector held discussions with the manager and provider and undertook a joint observation of an activity with the manager.
- The inspector looked at a sample of children's progress records and planning documentation.
- The inspector looked at operational files consisting of policies, risk assessments, medication and accident records, complaints records, staff qualifications, suitability documentation, appraisal and supervisory records.

Inspector

Sandra Williams

Full report

Information about the setting

Furness Childcare @ Newbarns is a privately owned out of school club which has been registered since 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings owned by Furness Childcare Limited. It operates from a playroom in a children's centre adjacent to Newbarns Primary School in Barrow-in-Furness, Cumbria. Children also have access to an enclosed outdoor play area. It offers care to children who attend Newbarns Primary School and children attend for a variety of sessions. There are currently eight children on roll in the early years age range. The club opens five days a week from 7.30am until 9am and from 3.15pm until 6pm during term times only. There are currently four staff working directly with the children. The manager holds a foundation degree in early years and the provider holds a degree and Early Years Professional Status. Two members of staff hold appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- extend children's opportunities to further explore and develop their skills in operating technological equipment
- enhance children's opportunities to develop their good literacy skills, for example, by reviewing the books available.

Inspection judgements

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

Children arrive happily at the out of school club, chatting cheerfully to their friends as they unwind after a busy day at school. They are warmly welcomed by the staff, who know the children well and plan a variety of activities based on the children's interests and suggestions. Staff use a method of 'mind mapping' with the children to establish their interests and they use this in their activity planning. This system successfully encourages all children to express their preferences and choices so that they engage fully in their chosen activities. Staff demonstrate a good understanding of how children learn and they ensure they cover the seven areas of learning. Staff organise the setting well and ensure children are easily able to access a broad range of toys and equipment, as a result children are active and independent learners.

Children are well motivated and eager to learn. They join in activities with enthusiasm and enjoy their time at the club. Each child has a key person who observes the children and assesses their progress and learning needs. Regular observations mean that children are

effectively tracked to ensure they develop as expected. Staff have high expectations when planning for the children. During activities, they listen to them and ask interesting questions that extend children's communication, thinking and problem solving skills. Staff encourage children to 'have a go' and develop new skills rather than stepping in and taking over. This approach means that the children gain high levels of self-confidence and are developing the characteristics of effective learning. For example, children enjoy being creative as they draw pictures of their favourite music bands. When they have completed their work the staff encourage them to write their names on their pictures. They extend children's writing skills by suggesting they 'have a go' at writing their surnames. Some children initially say they cannot do this. Staff encourage them and help them by using phonics to spell out the letters of their names. Children complete this successfully and proudly show their teachers when they go to their class room. Children have many opportunities to develop good early literacy skills. They have access to some books, however, there is scope to enhance their learning further by increasing the choice of books available and by making more use of labels displayed in the environment.

There are some electronic toys available, such as push button and remote control toys to help children develop their skills in understanding how things work. However, the current range does not fully promote the children's growing skills and curiosity in learning how to operate some equipment, such as, computers. Children enjoy joining in group games with their friends. These help them to learn the importance of sharing and taking turns. Staff engage well with parents and share the children's learning experiences with them. Parents are regularly asked to provide information about their children's preferences, interests and aptitudes. Parents are kept well informed of their progress across the prime and specific areas of learning. Close working relationships with the reception teachers at the school ensure that there is a good two-way flow of information about the children. This fully supports children's transitions between the club and school.

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

Children receive a warm welcome from the nurturing staff at this small and friendly out of school club. The club is attractively decorated with children's individual artwork. This helps children to feel familiar and comfortable in their surroundings. Staff work closely with parents in order to gather as much information about their children when they first start attending. This helps staff to gain a good understanding of children's routines and individual needs and therefore sensitively support their emotional and physical well-being. This in turn helps the transition phase between home, the club and school. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key persons. Staff are good role models to the children, showing kind and respectful behaviour towards each other and the children. Staff encourage children to decide the 'club rules' together and they are displayed on the wall and signed by all of the children. Staff praise the children throughout the session for their efforts and kindness.

Children enjoy healthy lifestyles as they freely access the enclosed outdoor play area whenever they wish. This means that they enjoy regular fresh air and exercise, which fully supports their physical well-being. Children learn good skills in self-care as they are

encouraged to wash their hands before eating their well-balanced, nutritious snacks. The children benefit greatly from rich opportunities to develop their independence skills during meal times. For example, staff teach them to pour their own drinks. Staff engage well with children while they eat, supporting their social and language skills. Children keep themselves and others safe by not running inside and by helping to tidy up their toys.

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

The manager of the setting is enthusiastic and dedicated. As a result, the staff team is motivated to offer good quality provision for all children. All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experiences. The safeguarding and welfare requirements are clearly understood by the manager of the club. She ensures that all staff understand the safeguarding policies and that these are securely implemented in practice. This process means that children's safety and welfare is effectively promoted. Staff hold first aid qualifications and understand the procedures for dealing with any accidents or incidents within the setting. Children's safety is further promoted because staff rigorously implement and update risk assessments to ensure the premises are safe and secure. There is a good induction process in place. This ensures that staff have a secure understanding of relevant policies before they start working with children. Annual appraisals and regular staff supervisions are undertaken to monitor the continued professional development, conduct and training needs of staff. Regular training also effectively supports staff well in their daily work with the children.

The manager ensures she has a good overview of the educational programme and complements the reception class teacher's learning objectives throughout the term. She oversees the planning for the children in the Early Years Foundation Stage and adapts it to meet emerging individual needs and interests. Planning provides a broad range of experiences, which help children progress in all areas of learning and development.

The setting has made improvements since the last inspection by successfully completing the recommendations. Parents' and children's views are sought through daily discussions with staff. This means that weaknesses are identified and plans for improvements acted on, so there is a continuous process of improvement. Staff have good relationships with the school staff and they work in partnership to provide consistency of care and learning for the children as they move between school and out of school club.

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	EY380593
Local authority	Cumbria
Inspection number	858612
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	8
Name of provider	Furness Childcare Ltd
Date of previous inspection	09/12/2009
Telephone number	01229828444

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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
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M1 2WD

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