

Stramongate Nursery

Stramongate School, Blackhall Road, KENDAL, Cumbria, LA9 4BT

Inspection date

07/01/2014

Previous inspection date

24/06/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Children develop exceptionally secure attachments, are confident and display increasing self-control. This is a result of the skilled and sensitive staff team who place the highest priority upon children's well-being.
- Management of the setting is strong. Consequently, staff are aware of their roles and responsibilities and the day runs smoothly for the children.
- Children become critical thinkers and effective problem solvers as staff use good teaching techniques during their interaction with children.
- Staff demonstrate a good understanding of how to safeguard children and the steps to take if they have a concern.

It is not yet outstanding because

- Children's developing communication skills are not always fully extended because they are not always encouraged to learn together and from one another, especially during group play.

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 activities in the main play room, during snack and lunch time and during outdoor play.
- The inspector met with the management team and reviewed information, including suitability and qualifications of staff, safeguarding and self-evaluation.
- The inspector spoke with parents and children and took account of their views.
- The inspector viewed documentation, including children's assessment and planning records.
- The inspector conducted a joint observation with one of the managers of the setting.

Inspector

Katie Sparrow

Full report

Information about the setting

Stramongate Nursery registered in 2007 and is managed by the committee of QKS Meadowview Nursery Limited. It operates from a purpose-built building situated within the grounds of Stramongate School in the centre of Kendal in Cumbria. It serves the local area and is accessible to all children. Children use the main room and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday during term time only. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. All day sessions are also available. There is also an after school club which operates 3.30pm to 6pm term time only. There are currently 21 children attending who are in the early years age group and 63 children who attend the after school club between the ages of three and 11. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The provision employs six members of staff. Of these, all hold appropriate qualifications at level 3 and above. The two managers hold the Early Years Professional Status. The nursery is a member of the Pre-school Learning Alliance. The provision receives support from the local authority early years advisors. The nursery is registered on the Early Years Register and both 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:

- give further support to children's developing communication skills, for example, by encouraging children to learn together and from one another, through encouraging peer to peer interaction.

Inspection judgements

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

All staff have a secure understanding of the Statutory framework for the Early Years Foundation Stage and how children learn, enabling children to make good progress in their learning and development. The learning environment is bright, stimulating and affords children many choices in their play. Planned activities are interesting, relevant and allow for children's own ideas and expressions, promoting well, children's drive to play and explore and become active learners. Children make good progress in relation to their starting points, as a result of staff's high expectations of them and the effective planning system. Staff use their good knowledge of the children as well as information from parents, to help them plan a range of relevant, challenging experiences for children, linked to their individual needs. Assessment documentation is clear, well presented and

demonstrates well the learning journey of each child. Children use a range of skills during their play. For example, they become entirely engaged during dough play. They use their small muscle movements to press, squeeze and pat the dough. Ample resources support children to extend their learning further. For example, children go on to make dough cakes and put them in the pretend oven to 'cook', creating a wonderful role play opportunity for children to use their imagination. Other fun resources include baking trays, scales and modelling tools. Outside children excitedly join in with a bear hunt. They have fun using their senses to listen and look for things along the way. They use a range of movements as they sway their arms like the wind, stamp through the mud and pretend to swim through a river. They squeal with laughter as they run from the bear. Staff enthusiastically join in, encouraging children's enjoyment. Children demonstrate great confidence and direct their own play well. They choose to listen to music, independently working the compact disc player and choosing songs they wish to listen to. A range of music and instruments from different countries support children's understanding of the world. Furthermore, they enjoy dressing up in different cultural costumes and have access to many images supporting diversity. Staff use very good teaching techniques during play to challenge the children and extend their thinking. For example, staff model being a thinker during interactions with children. They ask questions aloud, showing they are thinking about what to do. Children learn to become critical thinkers as well growing problem solvers as they offer staff solutions. Staff take every opportunity to ask individual children questions about what they are doing, encouraging them to think and express their ideas, which they do confidently and clearly. On occasion however, staff miss opportunities to develop children's learning further. For example, during group play, staff do not support children to ask each other questions or to help one another solve problems, to encourage children to learn from one another.

Parents have wonderful opportunities to be involved in their children's learning and staff greatly support parents understanding of how children learn through play. For example, home based activities such as 'family challenges' provide parents with opportunities to join in with and support learning at home via fun and easy activity ideas. 'Sharing bubbles' encourage parents to provide information from home such as new interests or achievements. Staff use this information to inform planning or as a way to engage children in conversation.

As a result of the strong emphasis placed on working with parents and ongoing partnerships with other professionals involved, children with special educational needs and/or disabilities, and their families, receive very good support within the nursery. The special educational needs coordinators work together with other relevant professionals to ensure the needs of the children are identified and discuss consistent care and development arrangements, including the implementation of Individual Development Plans. Furthermore, these children are supported as they leave the nursery through the good transitions staff set foundations for. For example, the special educational needs coordinator of the local school the children move on to is invited to attend Individual Education Planning meetings and to discuss the needs of the child as they leave the nursery and start school. Thus ensuring a smooth transition and continuity of care and learning. Transitions for all children are equally as smooth as they are well prepared for school and much effort is placed on ensuring consistency. Staff work very closely with the early years teacher at the local school, providing opportunities for staff to discuss teaching

techniques, monitoring systems and individual needs of the children. This allows staff to plan explicitly for children's readiness for school.

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

Children's emotional well-being is given the highest priority within the nursery. Warm, friendly and sensitive staff support children in forming secure attachments and the excellent care practices ensure children are happy, confident and behave well. Rigorous assessment and monitoring of children's well-being informs targeted plans for supporting children and their families. Managers are highly proactive in seeking relevant support and guidance, as well as implementing specific planning to support children's well-being and personal, social and emotional development. For example, liaising with and facilitating support from the health visiting team and planning activities with the nursery's persona doll, Rosie. This excellent effort to seek out and support the individual needs of the children demonstrates the nursery's clear passion for improving the emotional well-being of each child, thus providing an excellent foundation for future learning.

Children show impressive self-control and behave extremely well. This is a result of the excellent management techniques implemented by staff. Positive reinforcement is used to encourage children's good behaviour and staff use well-posed questions to encourage children to think about their actions helping them learn to manage their own behaviour. For example, during dough play, in response to a child taking all of the dough, a member of staff says out loud, 'Oh, I don't have any dough now, what am I going to do now?' Enabling the children to think about his actions and independently choose to share. These powerful behaviour management techniques result in children who demonstrate an excellent understanding of the consequences of their actions. Within the nursery, children display high levels of confidence in social situations happily chatting to visitors and inviting them to play. Children are independent at every opportunity and learn to manage risks effectively. For example, at lunch time, even the youngest children impressively use a knife and fork to cut up and eat their food. Children take part in safety checks around the nursery. Staff encourage them to think about and look out for risks and talk about how to make them safe. Children take safe risks as they negotiate space and height on climbing equipment. They talk through how they are using the equipment safely. Giving children ownership to make their environment and themselves safe gives them valuable practice for their ability to manage their own safety outside the nursery also. The outstanding contribution of the early years provision to children's well-being supports children extremely well for their transition to school. Furthermore, staff work tirelessly to form close links with the local school children go on to attend. For example, sharing information, good practice ideas and systems of assessment.

High priority is placed on children and their families learning about and leading healthy lifestyles. The nursery works with the local health visiting team to host healthy eating workshops and is involved in initiatives, such as the 'Smile for life award' and 'The food revolution'. Within the nursery, children manage their own hygiene needs very successfully. They are seen covering their mouths when they cough or sneeze, accessing tissues independently and washing their hands, knowing they must check they are clean

as they show staff once they are finished.

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

The managers are organised, enthusiastic and take a proactive approach to managing the nursery. They are aware of their responsibilities in meeting the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage, which they do well. Robust safeguarding procedures help to keep children safe. All staff have attended safeguarding training, which results in them having a clear understanding of the action they need to take if they were to have any concerns about a child. The safeguarding policies, along with all of the nursery's policies and procedures, are reviewed regularly, helping to ensure practice remains effective. There are clearly organised systems of recruitment and vetting procedures to check staff's ongoing suitability. Risk assessments are carried out on all areas used by children, for outings and when any new risks are identified. This helps to ensure the ongoing safety of the children. The environment is well-organised, enabling children to safely and freely access resources and make choices in their play.

The staff team work collaboratively to self-evaluate and implement positive changes around the nursery. Staff members are given many opportunities to contribute their ideas and suggest improvements to practice. The nursery has worked hard to make improvements since the last inspection. Staff's knowledge and understanding of the policies and procedures including safeguarding children, has been improved through in-house training, staff meetings, support from local authority and targeted improvement plans. Managers are aware of areas for development and regularly updated plans for improvement demonstrate the nursery's capacity to continuously move forward. The professional team works well together, which reflects in the happy and welcoming environment. Managers are effective in supervising and supporting staff using staff supervisions and appraisals. This allows the managers to ensure staff are effective in their roles and supporting children's learning appropriately. Staff's professional development is supported well. Staff have regular training opportunities, which results in a skilled and knowledgeable team who are keen and eager to improve their skills. This reflects positively on practice and outcomes for children, as they are supported effectively.

Staff share positive relationships with parents, who speak highly of the nursery and the support their children receive. Parents comment on the variety of activities the children have and the positive changes they have seen in their children since starting at the nursery. Parents are made to feel welcome in the nursery, and are kept informed through the wealth of information available. Their feedback is sought through the suggestion book, comments notice board and formal questionnaires. Staff analyse the feedback received and use this to help make further improvements. Children's needs are quickly identified within the nursery and appropriate interventions are promptly secured as a result of the well-established links with parents, external agencies and other providers in place.

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	EY357864
Local authority	Cumbria
Inspection number	932351
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	84
Name of provider	QKS Meadowview Nursery Ltd
Date of previous inspection	24/06/2013
Telephone number	07847479420

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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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