

Crosby Nursery

Laughinstock House, Low Crosby, CARLISLE, CA6 4QP

Inspection date

24/02/2014

Previous inspection date

12/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 demonstrate a firm understanding of how to safeguard children and the steps to take if they have a concern. As a result, children are kept safe.
- The well-established partnership with parents positively supports children as they benefit from continuity of care and learning.
- Staff make good use of group times to pose questions to children that encourage their thinking and communication skills.
- Managers are committed to their roles and lead the staff team well. As a result, practice is strong.
- The learning environment is bright, stimulating and offers children much choice in their play.

It is not yet outstanding because

- Staff sometimes miss opportunities to ask individual children questions based on their knowledge of each child, in order to promote and support learning.
- There is scope to strengthen the organisation of the daily routine to avoid disruption to other children and to increase the smooth running of the day.

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 met with the manager of the setting and reviewed information, including suitability and qualifications of staff, safeguarding and self-evaluation.
- The inspector made observations during play in each of the four rooms of the setting, during outdoor play and at snack and lunchtime.
- The inspector viewed documentation, including children's assessment and planning records.
- The inspector conducted a joint observation with the manager of the setting.

Inspector

Katie Sparrow

Full report

Information about the setting

Crosby Nursery opened in 2005 and re-registered in 2010, following a change from private ownership to a limited company; Sedgwick Nurseries Limited. The company owns another nursery in the area. It operates from premises in the centre of the village of Low Crosby, about four miles from the centre of Carlisle, Cumbria. There are three adjoining playrooms downstairs with direct access to outdoor play areas for older babies and two-year-old children and a separate playroom for small babies on the ground floor. Pre-school children have use of two rooms upstairs. There are several enclosed outdoor play areas available for children. There is an out of school service and holiday club available for children of school age. These children have access to one room upstairs.

There are currently 124 children in the early years age group on roll. The setting supports children who have special educational needs and/or disabilities. The nursery link with other professional agencies and early years settings. The nursery is open on weekdays, from 8am to 6pm. It is closed on bank holidays and for a week over the Christmas period. There are 16 members of staff who work with children, all of whom hold appropriate early years qualifications. The manager holds Early Years Professional status. The nursery is a member of the National Day Nursery Association. 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:

- enhance interactions during free play to include further questioning of individual children, based on staffs' good knowledge of children's unique learning styles, to further enrich and extend their learning
- strengthen the organisation of some of the daily routines to increase the smooth running of the day and minimise disruption to children.

Inspection judgements

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

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. Children have a wealth of opportunities to initiate their own play ideas as a result of the bright, stimulating and well-presented learning environment across the whole setting. Initial information is gathered from parents about

children during settling-in sessions. Parents are also given the setting's tracking sheets to take home and complete using their own knowledge of their children. This information, coupled with staffs' own early observations, helps to identify starting points and enables staff to get to know children well. Staff use formal observations and their good knowledge of children to complete individual plans for each child. This means children are suitably challenged and interested in their learning. As a result, all children, including those with special educational needs and/or disabilities, make good progress in their learning.

The quality of teaching provided by the managers and staff is good. There is a good balance of adult-led and child-initiated activities. Staff make good use of questioning at carpet time that helps to keep children engaged and encourages them to think about and express their ideas. For example, staff read a story to children and then ask questions including why certain things occurred in the story and what else might happen. These powerful teaching techniques used during group times help children to become critical thinkers and active learners. However, staff miss some occasions to use such questioning during children's free play, in order to re-shape and support learning further for individual children. Excellent use of labelling throughout the setting supports children's early understanding of literacy and how print carries meaning. There are plenty of opportunities for children to mark make and write for meaning. For example, sand and chalk play supports younger children's development while older children write out prescriptions in the role play doctor's surgery. Regular and consistent routines during the day help to establish expectations for children, supporting their personal, social and emotional development well. However, on occasion, these lead to disruption for some children which sometimes affects their learning. Children enjoy learning about the world around them. They participate in creative activities, making colourful birds in recognition of the Romanian celebration of 'Dragobete', helping children learn about some of traditions from other countries. The nursery also has strong links with a nursery in the African village of Malawi. Children learn all about the cultures and customs of the village and bring in old clothes and toys to send over. Children then receive photographs and letters back from the village nursery, some even showing the clothes that have been sent over. This provides children with a wonderful insight into how their generosity helps those less fortunate than themselves, while learning about the world around them. Children use a range of technology based resources and learn how things work. They enjoy self-registering on a touch screen computer and use items, such as binoculars during play. Children have a wonderful time outside. They problem solve with a range of open-ended resources. For example, wooden blocks are used to build pirate ships, a train and bridges. Children have fun getting into character, 'We're walking the plank' one child says. Babies explore with musical instruments. They begin to discover the effects of shaking and tapping the rattles, smiling as they make different noises. They have access to a range of age-appropriate equipment and resources, such as walkers, bouncers and building blocks.

Parents are highly involved in their children's learning. Staff encourage parents to share what they know about their children. For example, through daily verbal feedback and the home/nursery diaries that parents are encouraged to use to communicate any relevant information. The setting's 'wow tree' encourages parents to share observations from home or any new achievements. Staff use this information in their planning and general conversations with children. Parents are encouraged to continue learning at home also.

For example, specific activity ideas relating to children's individual progress are sent home to parents. This provides wonderful opportunities for parents to play and engage with their children, while directly supporting their specific developmental needs. Much information about the Early Years Foundation Stage is available for parents, including photographs of children demonstrating different concepts as they learn through play. 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. The special educational needs coordinator and key persons work together with other relevant professionals to ensure the needs of children are identified and discuss consistent care and development arrangements, including the implementation of Individual Development Plans. Children are emotionally and developmentally prepared for school. Children are encouraged to be highly independent and do things for themselves. For example, older children help to prepare and serve their own food and drinks and children of all ages are encouraged to feed themselves, even the youngest children are supported to begin to use a spoon. Children learn to sit and listen, as well as participate in the daily routine, further helping to develop children's readiness for school.

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

Children share positive relationships with staff that care for them as a result of a well-established key person system in place. Staff gain much information about children when they first start including information about current development, interests, home life and what unsettles them. Staff also seek information on babies' routines, how they like to be put to sleep and any comforters. This helps staff to build upon good foundations in getting to know children, while supporting consistency from home for the youngest children. Children demonstrate they feel secure in the setting as they confidently navigate around the environment, selecting resources and chatting to visitors. Staff are warm, friendly and nurturing with children, as a result, children share close bonds with them and their emotional well-being is high.

Children behave well and play harmoniously together. They listen well to staffs' instructions and follow the routines of the day. Children demonstrate a good understanding of the rules, managing their behaviour well. Lovely friendships are forming between children. They often invite friends to join in or ask their peers for help.

Children have wonderful opportunities to practise healthy lifestyles during first hand experiences. For example, children brush their teeth as part of the daily routine, helping to instil the importance of good oral hygiene. Children enjoy a healthy and nutritious diet. The qualified setting cook devises the menus, taking into consideration the diet children require, allergies and other dietary requirements. Children develop their large muscles movements as they use a range of equipment during outdoor play. They can steer, pedal and push trikes and ride-on toys and climb and pull themselves up on the climbing frame and crawl through tunnels. Visits from dance and drama workshops provide opportunities for children to engage in fun and energising activities, supporting their enjoyment of physical exercise. Children learn about safety during their play. The road layout in the

garden area and supporting safety signs mean children can make links in their learning through familiar and relevant resources. Children wear safety helmets when playing on the bikes, further supporting their understanding of keeping themselves safe.

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

Robust safeguarding procedures and staffs' firm understanding of safeguarding help to keep children safe. All staff have attended safeguarding training and are clear on the actions to take should they have any concerns about a child. The manager and deputy are the designated safeguarding officers, who take the lead in dealing with any concerns. They ensure all staff members are clear on their role of safeguarding children, for example, through induction procedures, staff meetings and ensuring training is kept up to date. There are clear recruitment and vetting procedures to check staff suitability, meaning children are cared for by staff that are suitable to do so. Risk assessments are carried out on all areas used by children and for outings undertaken. The environment is well-organised, enabling children to freely access resources and make choices in their play. Staff and children follow the routines of the day well; however, there is scope to strengthen the organisation of some of the routines so the session runs more smoothly.

Formal supervisions and staff appraisals help managers to monitor staffs' performance, areas for development and provide opportunities for joint discussions about staffs' professional development. Managers are aware of the importance of ensuring the staff team remains skilled and knowledgeable. As a result, there are opportunities for regular local authority and in-house training. The manager and deputy are heavily involved in the day-to-day setting, working directly with the staff team, children and parents. This provides a valuable opportunity to them to monitor practice, children's progress and identify and gaps in learning. The manger and deputy are committed, enthusiastic and lead the staff team well. All contribute to the self-evaluation of the setting, further promoting the team spirit of the setting.

Staff share positive relationships with parents. Their encouraging comments demonstrate how happy they are with the level of care their children receive. For example, parents' comments include how 'fantastic' the setting is. Parents are made to feel welcome in the setting. There is much information available in the parents' information area and a good regular two-way flow of information further enhances the good partnerships in place. Good links with other professionals support continuity in children's learning and development. For example, staff work closely with the pre-school which many children attend. Sharing information and forming transition booklets to support children in their move to school.

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	EY406917
Local authority	Cumbria
Inspection number	849953
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	124
Name of provider	Sedgwick Nurseries Limited
Date of previous inspection	12/10/2010
Telephone number	01228 573111

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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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