

# Bram Longstaffe Neighbourhood Nursery

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

<b>Inspection date</b>	29/04/2014
Previous inspection date	11/11/2013

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

- The quality of teaching is good. Staff are skilled in motivating children to learn through play. As a result, children are making good progress in all areas of their learning and development.
- The manager ensures that safeguarding and welfare policies and procedures are fully understood and implemented by all staff, so that children remain safe and secure at all times.
- The warm, welcoming atmosphere within the nursery helps children to settle easily and make close attachments to their key persons. This provides them with a sense of security and fully supports their emotional well-being.
- Very close partnerships with parents and other professionals result in a cohesive approach to fully supporting children's welfare and learning.

### It is not yet outstanding because

- Children's opportunities to enhance their good literacy and numeracy skills are not always fully promoted, for example, by displaying numerals and print in the outdoor area.
- Opportunities for children to fully develop their independence skills, for example, by pouring their own drinks at meal times, are not consistently promoted.

## 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 headteacher, manager and staff.
- The inspector conducted a joint observation with the headteacher.
- 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 account of the views of parents through discussions.
- The inspector checked evidence of staff suitability, qualifications and training undertaken and the setting's improvement plan.
- The inspector looked at children's files, planning and assessment documents.

## Inspector

Sandra Williams

## 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. It is managed by the nursery school governing body. The 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, all of whom 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, four staff with qualifications at level 3 and 4 and one member of staff who is an apprentice. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It receives support from the local authority early years advisers.

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

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

- enhance children's opportunities to further develop their good literacy and numeracy skills, for example, by displaying signs, labels and numbers in the outdoor learning environment
- enhance further children's opportunities to consistently develop their independence and self-care skills, for example, by encouraging them to pour their own drinks at meal times by providing them with smaller jugs.

## Inspection judgements

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

The manager and staff use their teaching skills well to motivate children and they have a good knowledge of how children learn and develop. They provide a good range of interesting and imaginative activities and resources and support children to make good progress in all areas of their learning. Initial information about the children is gathered during home visits and discussions with parents. This information is used as a starting point to understand children's individual interests and developmental stages on entry to the nursery. Ongoing and regular observations are undertaken by children's key persons in order to assess their progress and individual learning needs to inform future planning. Children are making good progress in relation to their starting points because staff carefully monitor their development and are skilled in identifying the next steps in

children's learning and development. Progress reports are completed, including the progress check at age two. Parents are fully involved in their children's learning and they contribute to the assessments by providing ongoing information about their children's achievements at home. They also provide photographs of their children during activities at home, so that they are included in their progress records.

Staff have high expectations of children's abilities and 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. Children show enthusiasm as they join in the singing and they 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. Consequently, children gain confidence in communication skills and develop new vocabulary in preparation for moving onto school. Children enjoy selecting their favourite books to take outside to read with staff. They sit in the cosy play house on cushions together to enjoy the stories. However, children's opportunities to enhance their good literacy and numeracy skills are not always fully promoted, for example, there are no displays of numerals and print in the outdoor learning environment. Children develop their imaginations and pretend play as they select resources from the home corner, such as toy tea sets, to bring outside to have a tea party. Sand, water and paint opportunities in all areas help children develop their fine manipulative skills and creativity. Children have many opportunities to make marks and begin to develop early writing skills in preparation for moving on to nursery and school. For example, a group of children thoroughly enjoy using sponges to paint on a large piece of paper. Staff enthusiastically encourage them to work together and teach them to identify colours and discover what colours they can make when they mix the colours together. Children develop their early mathematical skills and language as they play with sand. Staff enhance their learning by modelling actions, such as making sand castles using buckets and spades. As the children fill the buckets with sand, staff model language, such as 'heavy' and 'full'. Children mirror the staffs' actions as they carefully turn the bucket upside down and tap it 10 times. They show their delight as they reveal their sand castles and immediately knock them down. Staff extend children's learning further during such activities, by introducing different shaped buckets and also asking the children to make choices about the different coloured buckets, therefore helping them to identify shapes and colours.

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

Children settle well at this friendly and welcoming nursery and quickly form positive and trusting relationships with their key persons and other staff. Parents and their children's key persons work closely to share information about children's routines and individual needs when they first start attending the nursery. This supports children well during their transitions from home and helps them settle happily. Staff effectively support the children's personal, social and emotional development by being sensitive and nurturing and fully understanding their needs. The nursery is attractively decorated with children's individual artwork. This helps children to feel familiar and comfortable in their surroundings, which in turn supports their emotional well-being. The children confidently select from a wide choice of stimulating resources, which are stored at a low level and are

easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. This helps children to feel safe at the nursery. Children are encouraged to play cooperatively and share toys, as well as help to tidy up. Children are well supported in their transitions between rooms as their key persons work together and share information so that everyone knows the children's needs before they move on. Children benefit by having visits to their new room where they become familiar with their new environment and key staff.

Children have opportunities to enjoy fresh air and exercise in the outdoor play area whenever they wish, due to the free-flow arrangement in place. They also have opportunities to visit the wonderful woodland garden within the grounds of the school. They are encouraged to develop their coordination and balance by peddling their tricycles and pushing trollies. They learn to challenge themselves, for example, by climbing low-level trees and crossing bridges, which teaches them to take risks and try new experiences in a safe and supportive environment. 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. Children confidently select resources of their choice to take outside, such as books, which they enjoy reading in the play house. They are also encouraged by the staff to develop good mark-making skills as they are provided with resources to 'paint' the fence with water and brushes. Children are developing good skills in handling equipment and tools effectively. For example, they competently use small spades to dig in the sand. These activities support the children's physical development well. Children develop good self-care skills as they learn to put on their shoes and help to put on cream to protect their skin. They also wash their hands before eating their food. However, opportunities for children to fully develop their independence skills, for example, by pouring their own drinks at meal times, are not consistently promoted. This is because the jugs used are large and heavy, which makes it difficult for young children to use them. Staff place a great emphasis upon the importance of a healthy diet and provide well-balanced, nutritious meals and snacks. Meals contain many fresh vegetables and fruit. Staff are also very conscientious about making sure children remain hydrated throughout the day and remind them to take regular drinks.

Staff support children in managing their feelings and behaviour by establishing clear boundaries and using gentle guidance. Positive behaviour strategies are implemented, relative to children's age, development and individual needs. Staff work closely with parents and external agencies in order to support children's behaviour through consistent methods. Staff demonstrate their awareness that every child is unique and has their own needs and personalities. This is reflected in how they work with the 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 on to school due to the close working relationships that exist between staff in the nursery and teachers at the host school. Careful planning and information sharing between staff and parents helps to ensure that children's emotional well-being is fully supported at all times.

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

The manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They are fully trained in child protection and fully understand the criteria for assessing whether a child is at risk of harm. As a result, the relevant agencies that are available to advise, intervene and protect children are consulted as appropriate and in a timely fashion. The recruitment process for staff is robust. Managers ensure that all staff meet and exceed the required level of qualifications, skills and experience 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 safe and secure as staff use thorough risk assessments that are reviewed regularly. The building is very secure so that intruders cannot enter and children cannot leave the premises unattended.

The manager and staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. The manager monitors the planning to ensure that a wide range of activities are provided to help children make good progress in all areas of their learning. The manager has good systems in place to monitor children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs. The educational programme 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 their learning are identified early. The manager ensures 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 are available for parents and carers to read. New policies are developed when necessary and help to improve and enhance practice.

Very positive partnerships between staff and parents ensure that children's needs are well met. Parents are complimentary about how well managers and staff work with them to support their children. During discussions with a sample of parents the following comments were made: 'I am very impressed by how supportive and helpful the staff are in helping my child to learn and develop' and 'it is a wonderful, relaxed learning environment and I feel very involved in my child's learning and progress'. Parents are kept well informed about their children's progress and welcome the opportunities to visit the nursery and attend meetings throughout the year. Partnership working with external agencies and professionals, such as health visitors and speech therapists are highly effective in ensuring that children receive additional support when required. The manager undertakes a reflective and evaluative approach to the service and is committed to continuous development. Recommendations from previous inspections are taken on board and promptly addressed. Self-evaluation takes into account the views of children, parents and

staff. The manager also works closely with the local authority early years adviser. This results in clear and well-targeted plans for future developments.

## 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>	963200
<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>	55
<b>Name of provider</b>	Bram Longstaffe Nursery School Governing Body
<b>Date of previous inspection</b>	11/11/2013
<b>Telephone number</b>	01229 894638

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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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