

ABC Egremont

St Bridgets Lane, EGREMONT, Cumbria, CA22 2BD

Inspection date	25/11/2013
Previous inspection date	02/05/2013

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- All staff clearly demonstrate a very strong knowledge of the Early Years Foundation Stage. They are aware of the prime and specific areas of learning and confidently demonstrate their understanding of how children learn, in their practice. As a result, children make very good progress in their learning and development.
- Staff work hard to develop parent partnerships to support their understanding of children's individual care, learning and development requirements. The key person system fully supports engagement with all parents and this contributes to the good progress that children make.
- The management team clearly have drive, passion and enthusiasm for future improvements and seek advice from the local authority and wider agencies as and when required, in their endeavour to improve outcomes for children.

It is not yet good because

- Some of the outside resources are weathered and as a result, are less attractive or inspiring to children, and the outdoor play area for younger children is not fully developed. As a result, learning opportunities in the outside environment, are not always as rich as those offered indoors.
- Although the provider informed Ofsted of a significant event, the notification was not received with the 14 day timescale set out in the requirements.

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 baby room, pre-school room and outside play area.
- The inspector held discussions with the owner, manager, staff, parents/carers and children.
- The inspector checked evidence of suitability, qualifications of staff working with children, a range of policies, including safeguarding policies and procedures, the complaints file and supporting documentation.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the manager in the pre-school room.
- The inspector looked at children's assessment records, planning, documentation and systems for tracking and monitoring children's progress.

Inspector

Karen James

Full report

Information about the setting

ABC Egremont was registered in 2008 and is one of three nurseries managed by ABC Early Learning Limited. The setting is situated in a converted building and operates from a number of rooms on two floors. There is disabled access to the ground floor of the building along with disabled toilet facilities. Outside there is a fully enclosed area for outside play. ABC Egremont serves the immediate locality and also the surrounding areas. Children attend for a variety of sessions. The setting opens five days a week from 7am until 5.30pm all year round, except bank holidays and for a week at Christmas. Children attend breakfast and/or the after school club and ABC Egremont also run a holiday club. There are currently 80 children on roll, of whom 74 are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 18 staff working directly with the children, of whom 14 hold appropriate early years qualifications at level 3 along with the manager who has Qualified Teacher Status. The nursery is a member of 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:

- improve the quality and maintenance of resources and develop the potential of the outside environment, for example, by ensuring climbing equipment is clean and well maintained

Inspection judgements

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

The arrangements for meeting all of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are good. Staff have a comprehensive understanding of how children learn. As a result, children are provided with enjoyable, interesting and challenging experiences across the seven areas of learning through a good balance of carefully planned and freely chosen play experiences. The nursery is welcoming, vibrant and stimulating with a range of purposeful activities and play opportunities provided in all rooms. Children are busy and actively involved and they play harmoniously alongside and with one another. Systems to assess children's starting points on entry are good due to the close working relationships that exist between the key practitioners and parents. Daily information is shared between parents and staff on arrival and departure and the information is used to ensure continuity of care. Parents are encouraged to contribute to children's individual, 'All about me' book. Combined information gathered provides staff with a broader picture of each child's ongoing learning and development as well as their overall experiences.

Parents who were spoken to during the inspection, felt they were kept well informed of what their child was learning about in the nursery and found the ideas to support their child's learning at home very useful and enjoyed feeding these back to staff in nursery. As a result, staff are well informed and equipped to plan activities and provide resources throughout the nursery learning environment, that reflect the current interests of each child. These offer exciting and challenging opportunities that ignite children's keenness to learn. All areas inside the nursery are exceptionally well organised to allow children to follow their own interests and independently select resources for themselves. Staff skilfully develop children's learning through extending child-initiated activities. For example, a member of staff observes children as they explore the computer for themselves. She sensitively joins in with their play and exploration and then supports them in extending their learning further. She shows them how the mouse moves the cursor and introduces number names and counting opportunities as she encourages children to develop their skills in completing a simple programme.

Babies feel secure and cared for in their own room by dedicated staff, who are responsive to their individual care needs and know them well. Staff provide activities that promote learning and development throughout babies' daily routines, which promote their independence and self-esteem. For example, babies skilfully feed themselves using their fingers and enjoy social time gathered around a table as they enjoy their snack. They babble to one another and staff join in and acknowledge babies' early communication skills and extend this further by modelling new words in context. Staff are highly effective at engaging in play that is led by the babies and get down onto the floor to share a game of 'peep eye', exploring how cars move and playing chasing games. Babies giggle excitedly and show great confidence and enthusiasm as they crawl quickly across the floor to repeat patterns of play over and over again, practising what they have learnt until they perfect it. Children are secure in communicating their needs and preferences and they confidently discuss their thoughts, ideas and agree rules. As result, children show great confidence in negotiation, problem solving and managing their own behaviours. This ensures that play with peers is enjoyable and fun, for example, as they play outside on the bikes and cars. They listen carefully to staff as they suggest ideas but still give children the freedom to make their own choices and develop their social engagement skills. Children are beginning to develop appropriate pre-reading skills and select a book to 'read' independently before group story time. They sit quietly and concentrate on their own book as they turn pages and use illustrations to tell the story to themselves. They enjoy taking books home and reviewing books with their families. They also take great pride in recognising their names on their coat pegs and on their name cards at snack time, sounding out initial letter sounds with pride. Children are assertive as they display the skills required for early writing by manipulating paint brushes and making purposeful marks as they paint outside. Children talk about their creations, using descriptive language and demonstrate that they are competent and enthusiastic in expressing themselves through media. Children confidently extend their painting experience by smelling and feeling the paint, using their fingers as well as brushes. Staff extend learning further by reinforcing words, introducing new terminology and asking open-ended questions. Staff, demonstrate skill in knowing when to support and when not to interfere and, as a result, children are confident in their abilities. They demonstrate how they enjoy responsibility and ownership of the things they do, such as putting on their own aprons to paint or shoes to go outside, with minimal

help. Praise from staff comes in abundance, which then reinforces children's good behaviour and keenness to do things for themselves.

Children thoroughly enjoy being outside. However, some of the outside resources are weathered and as a result, are less attractive or inspiring to children and the outdoor play area for younger children is not fully developed. As a result, there are missed opportunities for children to engage in rich learning opportunities in the outside environment. Children's creativity is well promoted as they choose to play with a variety of art, craft, small world, construction and role-play resources. A strong emphasis is placed on promoting children's understanding of others. For example, there is an extensive range of resources, posters and play equipment that reflects positive images and diversity. The environment reflects staffs' astute understanding of how children learn. For example, 'thinking bubbles' and comments are displayed alongside artwork and photographs, to share the process of learning that the child is undertaking as they engage, explore and try to make sense of the world around them. Staff skilfully use what they find out during these observations to inform future planning and introduce new lines of play for the children to explore and ignite and fuel children's natural passion for learning.

Staff record observations in order to assess each child's stage of development. Children's progress is well monitored by all staff and they use the Early Years Outcomes guidance to identify if children are developing typically for their age. Monitoring of planning and assessment is consistent and precise for individual children and staff display an accurate understanding of individual children's abilities, skills and progress and plan purposeful interventions to support individual children's progress. This means all children make as good progress as they can. Staff are actively involved in children's learning and they sensitively use opportunities to support each child's learning through skilful questioning and positive interactions. For example while exploring resources to make snowflakes, staff model descriptive language, such as 'sparkly', 'snowflake' and 'frosty'. Staff then initiate conversations that are focused on wider observations of the weather that children have experienced that morning on their way to nursery.

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

The judgement for the contribution of the early years provision to the well-being of children, has been affected by the breach of requirement in relation to the timeliness of reporting safeguarding concerns. Although the breach does not have a significant impact on children's well-being at this time, it demonstrates that working practices and procedures are not always implemented in a timely way to ensure the highest level of protection for children. Staff create a caring environment where children are emotionally supported as soon as they leave their parents and come into nursery, by skilful distraction techniques, such as sharing a book or chatting about a child's favourite interest. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. Children are extremely happy and settled within nursery and this is further expressed by parents spoken with on the day of the inspection. Staff take time to get to know about children's individual likes, dislikes and care needs. Babies' emotional well-being is very well supported as the dedicated team of staff take time to find out about children's routines and promote continuity of care in the

nursery by following the same sleep and feeding patterns as at home. Children demonstrate that they feel safe and secure through their enthusiasm and excitement as they engage with the environment and actively participate in all the activities available to them. Children seek out staff for cuddles and reassurance when they are feeling tired and staff are responsive and act accordingly to the gestures, babbles and facial expressions that babies use to communicate their thoughts and feelings. This provides children with a secure and safe environment for them to develop their confidence and self-esteem.

Children's behaviour is exemplary and children demonstrate a good awareness of right and wrong. This is because staff speak calmly and are effective listeners; they offer solutions for children to consider when children are still learning to negotiate and empathise with one another. Staff set a good example for all children in their care and demonstrate a consistent approach in their expectations regarding how children behave. This means children show consideration towards one another, they are courteous during snack times and share resources and engage in play with one another. The overall atmosphere is one of calm and as a result, the learning environment enables children to engage and focus during child-initiated and adult-led play. Children are developing good skills in sharing their inside and outside resources between one another and take care of the items they play with. This demonstrates that they are learning skills for the future. This is because children have formed strong and affectionate attachments with their key person and all staff. Staff consistently demonstrate very caring approaches towards the children. Throughout the nursery there is a strong emphasis placed on children's personal, emotional and social development and subsequently, children show high levels of contentment and play cooperatively with their peers.

Staff have high expectations of all children and as a result, they show growing independence and ability as they excitedly put on their own coats with little or no help, before going outside. They wash and dry their hands independently before snack and patiently chat to one another as they await their turn. Staff observe and intervene as and when needed to support the children in developing good hygiene knowledge and routines. Staff are skilled at enhancing the children's confidence and self-esteem by praising them and complimenting them on how clever they are, reinforcing behavioural expectations. Children are encouraged to adopt good table manners and are extremely polite as they wait for their turn to select their healthy snack of warm brown toast and a choice of drinks. Fresh water is constantly available for children to access independently from a water dispenser. Staff sit with the children at snack time and they enjoy the social occasion and chat about things that interest them and what they would like to do next.

There is a strong emphasis on safety and staff monitor children's movements and behaviour closely, they talk to children about safety and have in-depth discussions with children to clarify knowledge and thinking. Children have a growing understanding of how to keep themselves safe as they take part in everyday activities. Staff chat about safety, offer guidance and children adjust their actions in order to keep themselves safe. For example, children learn to manage scissors safely as they explore cutting, waiting their turn as they carry and play with large wooden blocks and when outside they adjust speed and negotiate space as they use up energy racing their cars and bikes. Children also regularly take part in practising fire drills and the manager records these and makes sure any issues are identified and action is taken. Children are praised, which builds up their

sense of achievement and supports their developing understanding of wanted behaviours and behavioural expectations. As a result, the learning environment supports children's exercise, well-being, physical needs as well as their ability to develop a good understanding of how to keep themselves safe and how to manage risk.

Children have free access to the secure outside play area and are monitored closely by vigilant staff. Children confidently move around the environment. They enjoy pedalling bikes, sitting and chatting together and mark making with paints, using their gross motor skills enthusiastically. Children are well prepared for transitions as staff understand the significance of planning for transitions to ensure they are sensitive to the emotional needs of the child. Staff demonstrate that they know children well and work with parents to prepare children for transitions by helping them gain confidence in their environments and adults around them.

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

The inspection took place following the late notification of an alleged safeguarding incident. During the inspection a meeting was held with the manager. It was found the senior management team did not follow the safeguarding procedures for informing and seeking advice from Ofsted within the required timeframe. Throughout the inspection it is clear that the management team clearly understand the requirements for safeguarding, welfare, and learning and development within the Early Years Foundation Stage and followed procedures for notifying Ofsted but failed to do so within the timeframe on this one occasion. The management team know what they have to do to ensure that this does not happen in the future. The breach of the statutory requirement does not have a significant impact on children's safety and well-being as the management team and all staff are vigilant and proactive in ensuring that their practice is effective in supporting children's emotional security and ensuring children are physically and emotionally healthy. Children are effectively safeguarded. This is because staff have a clear knowledge of safeguarding and child protection issues, achieved through attending relevant and up-to-date training. Staff confidently explain the procedure for reporting any concerns. Comprehensive policies and procedures are in place to guide all staff in ensuring that they are diligent and clear about their roles and responsibilities in ensuring children are protected. Staff confidently explain the procedure for reporting any concerns and know who the delegated person for safeguarding is. Effective procedures for staff recruitment, including suitability checks are undertaken to ensure that adults working with children are suitable to do so. An induction process is in place for new staff and they are closely monitored and supervised to ensure they understand their roles and responsibilities.

The setting is led by well-qualified staff and the manager holds a higher level qualification related to early education. As a result, the management team demonstrate a comprehensive understanding of their roles in meeting the learning requirements of the revised Early Years Foundation Stage and are proactive in ensuring that children are consistently provided with rich and stimulating learning experiences that are broad and balanced across all areas of learning. The qualifications of the staff ensure that they have an accurate understanding of children's skills, abilities and progress and children with

identified needs are targeted and appropriate support structures are put in place so that children continue to make good progress regardless of their starting points. The impact on children's learning and development is regularly monitored and reviewed. Planning is highly effective and scrutinised to ensure children's next steps for learning are identified and implemented, alongside the needs and interests of the individual child.

The management team demonstrate that they have drive, passion and enthusiasm for future improvements and seek advice from the local authority and wider agencies as and when required, in their endeavour to improve outcomes for children. The manager has a secure knowledge of the nursery's strengths and areas for improvement. Self-evaluation is completed and includes input from children, staff and parents who attend the nursery. The manager and nursery team are already addressing recommendations from the previous inspection and a clear action plan is in place to develop these areas. The management team are highly effective in monitoring staff performance and identifying training needs through informal supervision, self-evaluation and the appraisal systems in place. The management team monitor staff performance and are very supportive in encouraging staff to attend training to extend their practice. Most staff hold up-to-date and relevant training to support children and keep them safe, for example, paediatric first aid and safeguarding training.

The children are supervised very well through the deployment of the staff team and high staff to child ratios. High priority is given to ensuring children are kept safe and secure, both inside and while playing outside. Stringent risk assessments minimise hazards in all areas used by the children while they are at nursery. Detailed and dated risk assessments are also prepared and used to ensure that risks to children are minimised during outings. Parents are fully informed of the outings and consent for the child to participate is requested from all parents before a child can take part. Accidents are accurately recorded and shared with parents. A medication policy is in place to ensure the administration of medication is under strict parent and medical guidance. Partnerships with parents and multi-agencies are highly effective and well established, which ensures the needs of all children are identified and very well met. The nursery promotes an open door policy and this means parents are warmly welcomed as all staff are fully committed to working with families. Parents and extended family members are extremely complimentary about the nursery and staff and are really happy with the care and education their children receive while attending the nursery.

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	EY367971
Local authority	Cumbria
Inspection number	944266
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	110
Number of children on roll	80
Name of provider	ABC Early Learning Limited
Date of previous inspection	02/05/2013
Telephone number	01946 821310

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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