

Ramsden Robins

Thwaite Street, Barrow-in-Furness, Cumbria, LA14 1AN

Inspection date	23/05/2014
Previous inspection date	15/07/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- The quality of teaching is good, the staff are well qualified and have a strong understanding of how children learn. They plan activities that are interesting and challenging. As a result, children are motivated to learn.
- All children make good progress in their learning, given their starting points because the staff make accurate observations and assessments of them as they play. They are skilled in identifying when children require additional support and work effectively with parents and other professionals to further support them within the setting.
- Children are happy in an environment that is welcoming and safely organised. They become independent in their learning and begin to manage risks for themselves. The staff are supportive and kind.

It is not yet good because

- Children are not fully safeguarded as leaders and managers have not informed Ofsted of a newly appointed committee member and appropriate procedures to assess the suitability of this individual have not been carried out swiftly.
- Staff do not fully extend children's exploratory and investigative skills in the outdoor environment.
- Staff do not fully maximise children's awareness of difference and diversity through a wide range of positive images and books within their play environments.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector held discussions with the staff and the children throughout the inspection.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- Children were observed by the inspector in the main playroom and in the outdoor environment.
- The inspector looked at a range of documentation relating to the nursery and to children. These included, the policies and procedures, children's observation and assessment records, staff suitability checks, staff training records and safety checklists.
- The inspector conducted a joint observation with the manager of the nursery.

Inspector

Charlotte Bowe

Full report

Information about the setting

Ramsden Robins pre-school nursery was registered in 2004 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from within Ramsden Infant school in Barrow-In-Furness and is managed by a committee. The nursery serves the local area and is accessible to all children. It operates from a designated classroom within the school and there is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, one at level 3 and one at level 2. The manager holds an appropriate early years qualification at level 5. The nursery opens Monday to Friday term time only. Sessions are from 9am until 3pm. Children arriving before 9am attend a facility which is run by the school. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for three and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that newly recruited committee members are notified to Ofsted and that suitability checks, including those required through the Disclosure and Barring Service, are completed on all individuals as soon as they are appointed.

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

- extend the opportunities for children to investigate and explore their outdoor environment, for example, by enhancing the area with a wider range of pictures, print, hanging objects, mobiles, wind-chimes and windmills
- enhance children's awareness of difference and diversity, for example, by providing a wider range of books within the reading area and increasing the range of positive images in and around children's play environments for them to observe.

Inspection judgements

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

Children make good progress in their learning, given their starting points. 'All about Me' booklets are sent to parents before children begin at the nursery and seek detailed information on what children can already do across all seven areas of learning. The staff

skilfully use this information to identify children's unique starting points and complement this further as they make their own initial observations of children within the nursery. 'Snip it' observations are carried out each week and effectively capture children's achievements as they play. Staff expertly use these to enhance children's learning nursery and plan challenging activities that support children in developing their skills. Assessments of children are accurate and precise. The highlighted age band development chart ensures that children have continuity in their learning. Staff work together with the attached school nursery and school so that children's learning can be complemented across all provisions. Assessment clearly demonstrates where children are in relation to the early learning goals and supports staff to identify the next steps in children's learning. Progress reports are filled out for all children once they are settled and before they leave the nursery, they are shared with parents and other providers. As a result, children are ready for their next stage in learning and for their future move on to school. Children with special educational needs and/or disabilities are well-supported in their learning, staff are skilled in identifying where there are gaps in their development. Staff effectively implement Learning Journey Individual Education Plans to support them through a range of specific, measurable and achievable targets. In addition, children who speak English as an additional language are also well supported, staff work together with parents and make effective enhancements to their nursery. For example, staff are proactive in implementing a visual timetable so that children who speak little or no English have a good understanding of their daily routine. Staff confidently approach parents to ask for key words and phrases to support children's home language within the nursery. Staff teach all children about diversity and difference through a range of resources within the nursery and by making them aware of festivals. However, there is room to enhance this by, for example, providing children with a wider range of books and positive images within the environment for them to observe on a daily basis.

The quality of teaching is good. The staff are well qualified and have a strong understanding of how children learn. Planned activities are interesting and challenging and take account of children's interests. Significant moments that are noticed by staff from children's learning are fed into the planning for the following week. This supports their next steps in learning. For example, when children show an interest for digging in the garden, staff take account of this and effectively enhance the wooden planters with a range of spades, forks, trowels, gardening gloves and buckets for children to use. As a result, children are motivated to learn and their interest is sustained. Children benefit from participating in a wide variety of play opportunities within the appealing and generally well-resourced environments. Children have fun as they engage with each other and pretend to be dinosaurs. Staff provide a range of resources in the play tray, such as, stones, leaves, moss, dinosaurs and lentils to represent a dinosaur world. As a result, children develop their imagination as they play together. However, there is room to enhance the outdoor area with a wider range of pictures, print, hanging objects, windmills and wind chimes for children to further develop their investigative and exploratory skills. Children develop their physical skills as they build a tower with the building bricks outdoors. Staff support them to extend their play by asking what else the bricks could be. Children actively think for themselves and pretend that the bricks are 'fish sandwiches' for the ladies. Children develop their mathematical skills as they play with shapes that connect together. Staff skilfully use open-ended questions to talk about the house that they are making. Staff support children in their communication and language as they talk about the

shapes and ask what shapes are needed to build a roof. Furthermore, staff extend children's thinking as they create a bath for the house, encouraging children to talk about their experiences from home. As a result, children are active communicators who think creatively for themselves.

Partnerships with parents are good. Staff effectively engage with parents using a range of effective strategies. For example, parents are invited to attend taster sessions to meet staff before their child starts in the nursery. A parents meeting is arranged to discuss children's individual needs and interests, staff inform parents of who their child's key person is going to be. Parents are encouraged to share their children's achievements from home as they drop off their children at the nursery. Staff welcome their comments and skilfully use this information to complement children's learning at the nursery. Good communication ensures parents are informed of what they have learned during their time at the nursery. This is supported through the effective use of progress reports which detail children's progress across all areas of learning. As a result, a shared approach is fully embraced to support continuity in children's care and learning.

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

Children are happy in this welcoming environment. Staff are caring and kind and develop secure emotional attachments with all children in their care. Effective induction procedures ensure children settle in their own time. The key person system is flexible in meeting the needs of children. For example, children are supported by staff in their preferences when a key person is assigned to them. Staff know children well and quickly identify when they require support. For example, staff instantly recognise when children become a little insecure and support them in choosing an activity to engage with. As a result, children's emotional well-being is fostered well. They socialise well with each other as they sit together for snack. Staff encourage positive relationships within the nursery. Staff ensure children clearly know the rules and boundaries of the nursery. For example, when staff ask children to stop what they are doing and wiggle their fingers, children actively respond and listen attentively before helping to tidy away the toys. A range of visual rules are displayed for children and act as a reminder and positive behaviour is rewarded by staff by using stickers. Consequently, they display positive behaviour.

The environments are generally well-resourced and organised safely so that children can develop their independence skills and access toys for themselves. The book area is cosy and invites children to relax as they enjoy looking at books with their friends. There are a range of resources in the craft and mark making areas to enable children to be creative in their learning. The outdoor environment is open most of the time, which supports children to choose whether to play indoors or outside. This supports children's independence. A satisfactory range of resources and equipment ensures children can develop their skills as they play in the garden. Staff ensure the play areas are safe for them to access and teach children about stranger danger and how to keep themselves safe. Children have fun as

they climb aboard the pirate ship and challenge themselves in the adventure playground. Therefore, children begin to manage risks for themselves. They also benefit by staff inviting the local emergency services into the nursery to talk to them.

Children develop their awareness of eating healthily because staff provide a range of fresh fruits for snack and work closely with parents to ensure that healthy and nutritious lunches are provided for children. Children benefit from accessing fresh air and regular physical exercise as they run around freely with their streamers and play on wheeled toys in the garden. Children develop their self-care skills as they put on their own coats for outdoor play and independently go to the toilet and wash their hands. Staff are always on hand to support children where necessary and children are confident to go to them because they are friendly and approachable. As a result, children adopt healthy lifestyles and learn the skills necessary for their move on to school.

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

The manager has a suitable understanding of her role and responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Well written policies are in place and procedures are effectively implemented and understood by all staff to safeguard and protect children from harm. The staff have all completed safeguarding training and therefore, have a firm understanding of the steps that they would take if they have any concerns about a child in their care. Detailed risk assessments ensure that children are kept safe as they play. Safety checks ensure doors and gates are kept locked and visitors enter through the school and sign in. This means children are kept safe in a secure environment. New staff are recruited following appropriate procedures. For example, qualifications are checked, references are sought and new staff working with the children are vetted through the Disclosure and Barring Service. However, the nursery has failed to notify Ofsted of a new committee member and procedures to assess the suitability of this individual are not stringent. This does not fully promote the welfare of children. This is also a breach of the requirements of the Childcare Register. However, members of the committee do not have direct contact with the children, which means this breach of the statutory requirements does not have a significant impact on children's safety.

The manager and staff are well-qualified and have a strong understanding of how children learn. They work together well and collate their strengths to provide a broad range of play opportunities to engage them. Staff are proactive in developing their knowledge and skills and regularly attend training events to support them within their roles. They use the information gained to make enhancements to the nursery which have a positive impact on children's care and learning. They demonstrate a clear drive to improve their nursery as they make regular evaluations. Parents and children are consulted through effective communication and questionnaires. The nursery constructively uses the information gained from their local authority to review and improve the nursery. The manager monitors the quality of teaching as she implements appropriate appraisals and regular

meetings where staff can discuss their progress. Weekly planning meetings ensure children's progress is monitored well. This ensures that staff are committed to improving the quality of care and learning for children.

Partnerships with parents are strong. Parents report that they are happy with the care that is provided for their children in this friendly nursery. They feel confident to discuss their children's care and learning, staff are friendly and approachable and they welcome their contributions. As a result, a shared approach to children's learning is embedded.

Partnerships with other professionals, such as, school teachers, are sound. Staff work together with the attached nursery and school to share children's progress and learning on a regular basis. They ensure children are happy and settled as they move onto school and their individual needs are supported well. For example, when children are not quite ready for their move to the school nursery, staff work closely with the nursery teachers to ensure children are well-supported through a flexible induction procedure. This means children are well-supported in their learning and are prepared for their future move.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body are notified to Ofsted (compulsory part of the Childcare Register).

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	EY262689
Local authority	Cumbria
Inspection number	856019
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	39
Name of provider	Ramsden Pre Nursery Group Committee
Date of previous inspection	15/07/2010
Telephone number	01229 894626

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

