

Armathwaite Nursery Group

The Playhouse, Station Road, Armathwaite, Carlisle, Cumbria, CA4 9PW

Inspection date

04/07/2014

Previous inspection date

21/09/2011

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

- The quality of teaching is good and staff monitor children's progress effectively. They plan interesting and relevant learning experiences. As a result, all children make good progress in their learning.
- Relationships between staff and children are strong. Consequently, children feel sufficiently secure to confidently explore and make independent choices.
- Staff support children to develop early language and communication skills, and support their physical, personal, social and emotional development. As a result, all children are motivated and enthusiastic learners.
- Staff are committed to working in partnership with parents and external professionals. Therefore, children with special educational needs and/or disabilities make good progress given their starting points.
- Robust safeguarding policies and procedures are implemented, which ensure that children are protected and kept safe from harm.

It is not yet outstanding because

- There is opportunity to further enhance the already good monitoring systems to provide effective evaluation of the impact of the provision on children's progress.
- There is scope to develop the procedures for supervision of staff to further promote the already good standards of quality of teaching, so that children continually benefit from even more highly stimulating and challenging learning experiences.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Emma McKeown

Full report

Information about the setting

Armathwaite Nursery Group was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Armathwaite area of Cumbria, and is managed by voluntary committee. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with an Early Years Foundation Degree. The nursery opens Monday to Friday during term time. Sessions are from 9.15am until 3pm on Tuesdays, Wednesdays and Thursdays, and 9.15am until 12.15pm on Mondays and Fridays. The nursery offers early drop-off sessions in the mornings and later collection times in the afternoons. Children attend for a variety of sessions. There are currently 41 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 a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already good systems for monitoring the progress of children's learning to consider the impact that the provision has on this
- extend systems of performance management to promote even higher levels of quality of teaching, for example, by introducing peer-on-peer observations, so that children continually benefit from even more highly stimulating and challenging learning experiences.

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 at this welcoming, stimulating and well-resourced nursery because the quality of teaching is consistently good. The staff plan a wide variety of interesting activities in which children fully engage and make independent choices. Staff talk to children as they play, sensitively introducing new concepts and encouraging children to think critically. For example, when children build a marble run staff ask 'what do you think will happen?' and 'does it need a leg to make it balance?' When children engage in craft activities, staff encourage children to describe their work by asking, 'can you tell me about your picture?' and encourage children to predict what colour they will make by mixing blue and yellow paints. In this way, staff skilfully encourage children to share their thoughts and ideas, supporting them to solve problems

and develop good language skills for communication. Staff also support children to develop their personal, social and emotional skills as they learn to work together to solve a problem and take turns in conversation. Staff are able to recognise spontaneous learning opportunities and extend them, so that children become fully engaged in their play. For example, as staff point out a nest under the canopy in the outdoor play area, children watch as the adult bird brings food to the babies. The children use their skills in mathematics to predict and calculate how many baby birds are in the nest. The staff discuss with the children the variety of insects the birds may eat, subsequently extending children's knowledge.

Children act out their experiences as they play in the home corner making dinner. For example, children pretend to wash the plastic food in the role-play kitchen before putting it in the microwave. They tell each other that 'it's not ready yet, it's hot'. There are many opportunities for children to develop skills in mathematics throughout the session. Children calculate how many chairs, plates and cups are needed at snack time, and how much to charge their customers in the role-play ice cream parlour. Displays of numbers around the nursery, both indoors and outside, support children to recognise and name numerals. Children's emerging writing skills are well supported as they make marks on party invitations in the writing area or write their names on the menus in the ice cream parlour. Children are given lots of praise and encouragement in their learning, and newly acquired skills are celebrated, for example, as children learn to use the mouse to successfully navigate a program on the computer. As a result, children gain confidence and self-esteem. They can make choices, work together and become independent, active and engaged learners.

Children's learning is underpinned by regular assessment. The preschool recognises the importance of working in partnership with parents and is a key strength. Initial information gathered from parents helps key persons understand children's abilities, knowledge and skills when they first start at the nursery. An ongoing learning journey profile is created for each child, including observations, comments, photographs and samples of children's work. These files are shared with parents on a regular basis, and demonstrate that children make good progress towards the early learning goals. Two-way communication is valued by staff to help them meet individual children's needs. Guidance from professionals involved with children who have special educational needs and/or disabilities is used by key persons to inform their individual planning. This helps key persons ensure that all children make good progress given their starting points. Comprehensive progress checks are shared with parents when appropriate, and strategies are shared to ensure all children make at least good progress. Consequently, parents feel that they are fully involved in their child's learning and development.

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

Children receive a warm welcome as they enter the nursery at the start of the day. The robust key-person system ensures positive relationships are developed with children, parents and extended families. Staff are fully aware of the importance of meeting children's individual needs. The effective methods for sharing information with parents ensure that every child's needs are fully met. As a result, children's well-being is fully

supported, and they feel safe and secure to explore. This has a positive impact on children's learning as they are ready to learn from the earliest opportunity. The daily routines and activities provide children with opportunities to play and learn together. For example, as they play with the numbered snail cards or chat together in the 'talking den'. Key persons support new children to the nursery to settle in by working closely with parents to find out about the children's routines, likes and favourite toys. Children make friends and thoroughly enjoy playing and exploring together. For example, as they negotiate taking turns on the bikes outside and squirt each other with water. Effective procedures are in place to support children's smooth onward progress as they prepare to move on to school. For example, local primary school teachers visit the children in nursery, and the children have opportunities to spend time in the reception class. The nursery is developing ways to further support children through this important time by creating a photographic display of the local schools and teachers. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during periods of change. This ensures consistency of care is maintained, and children's well-being is fully supported as they make adjustments during periods of change. Parents make positive comments in their child's learning journey profiles about the progress their children are making in their learning and development. Therefore, parents feel valued and included in their child's learning.

Staff are good role models for children. They talk to them in a respectful manner, they consistently use good manners, and they show interest in what children do and say. As a result, children's behaviour is good. Children enjoy the social aspect of their play as they make friends. For example, in the ice cream parlour they work together to make sundaes for the customers, and in the outdoor area they play cooperatively on the two-seater bike.

Children's health and well-being are effectively promoted. Children develop good self-care skills as they learn about the need to wash their hands before eating snack. Weekly menus, of the snacks provided by the nursery, are displayed on the notice board for parents to see. Children learn to pour their own drinks and make independent choices, demonstrating their preferences. Children have access to drinking water throughout the session. All children benefit from regular, free-flow play in the outdoor area where there is space to be energetic. Staff plan and execute regular evacuation procedures which promotes children's awareness of keeping themselves safe.

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

Staff are confident of their responsibilities to protect and to safeguard children. All staff complete safeguarding training. Safeguarding is an agenda item for each team meeting and, as a result, promotes consistency in staff's knowledge and practice. The management team demonstrate good knowledge of recruitment and vetting procedures, ensuring staff are suitable to work with children. The induction procedure ensures new staff are aware of the nursery's policies and procedures, in relation to safeguarding practices. Risk assessments and daily safety checks are completed to make sure that there is a safe environment for children. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. There are clear

restrictions on the use of mobile phones within the preschool, which staff adhere to. Legally required records for children's welfare are accurately maintained.

The provider, manager and staff have good knowledge of the requirements of the Early Years Foundation Stage. They understand how children learn and develop, and they ensure that the planned activities cover all areas of learning in sufficient depth and breadth. Systems are in place to monitor the effectiveness of the educational programmes, through tracking children's progress. This can be developed further to provide effective evaluation of the impact of the provision on children's progress. Appraisal sessions identify opportunities for professional development. The manager arranges supervision meetings with her staff to monitor the quality of teaching and learning. However, there is scope to further enhance the high quality supervision, for example, through the introduction of peer-on-peer observations. This will ensure opportunities to support children's learning are further enhanced through even more highly stimulating and challenging activities. The manager effectively leads her team of staff to continually reflect on the provision, in order to enhance learning experiences for children. Self-evaluation processes take into account the views of parents, children and staff. Children's views are recorded and displayed around the nursery through annotations. Recommendations from the previous inspection have been addressed. This demonstrates a good commitment to continuous improvement. The manager recognises the importance of continuous professional development and staff attend relevant training. Regular evaluation of weekly planning ensures activities are planned to meet the individual needs of children. This ensures children make good progress towards the early learning goals.

The successful partnership between the preschool and parents ensures that children's needs are quickly identified and well met. Parents comment positively about the nursery and that they are pleased with the progress their children are making. Parents are invited to share in their children's learning through a range of different opportunities. For example, sharing learning from home, through the nursery's 'achievement stars', contributing to their child's learning journey profile and attending parents' evenings. Information is gathered regularly from parents to help inform the assessment systems which effectively monitor children's progress from their starting points. The effective partnership between the preschool and the local primary schools ensures children are well prepared for moving on to school when the time comes. There is a strong commitment to work in partnership with other professionals. Consequently, the nursery is supporting children with special educational needs and/ or disabilities to enable them to make the best progress and not be disadvantaged so that gaps are closing.

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	EY241621
Local authority	Cumbria
Inspection number	848308
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	41
Name of provider	Armathwaite Nursery Group Committee
Date of previous inspection	21/09/2011
Telephone number	016974 72000

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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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