

Ivegill Nursery

Ivegill School, Ivegill, CARLISLE, Cumbria, CA4 0PA

Inspection date	14/07/2014
Previous inspection date	27/06/2012

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		3
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

- Staff have a clear understanding of safeguarding procedures and the actions to take if they have concerns about a child in their care.
- Partnerships with parents are positive and make a sound contribution to supporting children's well-being.
- Staff plan a range of activities and experiences that offer children support in their learning across all areas.

It is not yet good because

- The monitoring and performance of staff is not sufficiently rigorous to ensure the quality of teaching is at a consistently high level and that staff receive appropriate support.
- Behaviour management strategies are not always effective in helping children to learn how to manage their behaviour.
- Partnerships in place with other settings are not yet fully utilised to ensure a collaborative approach is used to meeting the needs of all the children.
- Self-evaluation is not sufficiently robust to clearly identify and prioritise all areas for improvement.

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 observed activities throughout the nursery in both indoor and outdoor spaces and during snack and lunch time.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector held a meeting with the manager to discuss leadership of the nursery, self-evaluation, monitoring and safe recruitment.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.

Inspector

Katie Sparrow

Full report

Information about the setting

Ivegill Nursery opened in 1991 and is managed by a voluntary management committee. It operates from Ivegill School, in Ivegill, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 9am to 3.30pm during term time only. Children are cared for in one main room and have access to an enclosed outdoor play area and the school field. There are currently 24 children in the early years age range on roll. The nursery receives funding for the provision of free early education three- and four-year-old children. There are currently four staff working directly with the children. Three members of staff hold relevant early years qualifications and one member of staff is currently working towards her level 3 qualification. The manager holds Early Years Professional Status and the deputy is qualified to level 5. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- develop an effective process for monitoring staff performance, to focus more on improving the consistency and quality of teaching, and to identify the support and coaching that staff require
- improve behaviour management strategies and monitor their consistent implementation, in order to provide children with clear expectations of their behaviour.

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

- strengthen the partnerships in place with other settings, to ensure regular analysis of children's development, so a consistent approach to supporting children's needs is established
- extend the process of self-evaluation to closely monitor all areas of the provision in order to promptly identify all areas of weakness.

Inspection judgements

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

Educational programmes offer children support in their learning across all areas. Children enjoy their time at the nursery. However, they are not always sufficiently occupied or

engaged as staff are not readily available to offer support and challenge during children's free play. Some staff use effective methods to help children learn. These include using open-ended questions, suggesting ideas for play and encouraging children to think about how they are going to use the resources available. They make the most of spontaneous learning opportunities well. For example, when more children want to join in a mark making activity with salt, a member of staff suggests they use another material such as shaving foam. She asks what they are going to do with the foam, encouraging children to think about the different ways it could be used. Unfortunately, this good practice is not always consistent and, on other occasions, staff are kept busy with other tasks and often miss opportunities to engage in purposeful play and conversation with the children.

Staff support children to play with their peers, helping them to share and take turns. They organise group activities, such as circle times and group music sessions, where children learn to cooperate and listen. They enjoy rummaging through their music bags to find the different instruments and copy the actions of staff. Children enjoy using their mathematical skills. They use tape measures and other measuring tools to compare lengths and heights and use appropriate language such as long, short and tall. Children thoroughly enjoy dancing. They work the compact disc player independently and enjoy following the instructions of the different movements to make. They laugh as they wiggle and jump around to the music. Children learn about themselves and the world around them. They make self-portraits of themselves, looking at the similarities and differences. They learn about families from other countries and how they live differently to us. Overall, children are satisfactorily gaining the skills need for their future learning.

Staff give daily verbal feedback to parents, who say they are pleased with the information provided. Parents are invited to be part of the assessment process and are encouraged to share what they know about their children. For example, parents contribute to their child's progress checks and provide observations for the nursery's wow board. These are used as acknowledgements of children's progress and for staff to use to inform their planning for their key children. Partnerships with others is less well established. Staff work closely with the host school, however, limited communication is in place with some of the other early years settings the children attend. In particular, staff have not established close links with settings to ensure children with identified additional needs benefit from a consistent approach to their care and education.

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

Children and parents are given a warm welcome by staff on arrival. Each child is assigned a key person, which helps children to settle in and form secure attachments. As a result, children are happy and confident to explore the environment both indoors and outdoors. Children speak confidently about their move to school and enjoy going through to the main school to spend time with their new teacher. As a result, children display emotional readiness for the next stage of their learning.

Staff are warm and caring towards the children and encourage them to be friendly to one another. However, behaviour management across the nursery is inconsistent and on

occasion, largely ineffective to ensure children fully understand the consequences and expectations of their behaviour. For example, children are often disruptive when not engaged by staff as they do not have a clear understanding of boundaries or how to manage their own behaviour. This impacts on the younger children as they begin to copy their older peers, engaging in silly behaviour that sometimes leads to a disorderly session. Furthermore, dealing with children's unwanted behaviour often takes staff away from their time with the children to interact and offer purposeful play.

Staff enable children to move freely between the indoor and outdoor environments throughout the day. This gives children the opportunity to make their own decision about where they want to play and means their health benefits from them being in the fresh air. All staff have completed paediatric first aid training which further promotes children's health and safety. Children develop their large muscle movements as they play on the large school equipment and climbing apparatus outside. They show an awareness for safety as they climb up the slide and say, 'be careful as you might fall.' Visits from the air ambulance crew help children learn about those who help us through first hand experiences.

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

The manager demonstrates a sound understanding of the safeguarding and welfare requirements of the Statutory framework for Early Years Foundation Stage. All staff understand their responsibilities for safeguarding and complete child protection training. Subsequently, they know what to do should they have concerns about a child in their care. Robust recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted, and the relevant details are recorded and logged to show when checks were carried out. The premises are secure, and any visitors are required to sign in to log their being on site. Children are appropriately supervised, and effective daily checks of the premises and outdoor areas reduce the chance of accidents occurring. A range of policies and procedures are in place to support staff and keep parents informed about the provision.

Overall, the nursery is suitably led by the manager, who is keen to promote continual development. She works directly with the children and staff team, affording her the opportunity to make general observations of staff's performance and practice. She monitors children's progress through summative assessments, informed from staff's progress checks on their key children. Current monitoring of children's progress provides a broad overview of each child's skills, abilities and progress. Systems for monitoring staff performance include supervision sessions, annual appraisals and peer observations. However, these systems are not yet fully effective in targeting staff performance with regards to quality of teaching to ensure staff are consistently and regularly engaging in quality interactions with the children. Systems of self-evaluation are in place and include the views of staff, parents and committee members. Areas for improvement raised at the last inspection have been keenly developed. However, self-evaluation does not capture all areas requiring improvement to ensure the consistent ongoing development of the

nursery.

Effective partnerships are in place with parents, helping to promote children's care, learning and development. Verbal information is shared between them and the nursery staff each day, and parents know they can access children's development records at any time. Parents speak positively about the nursery and the staff team. They say that their children have made progress in their learning and staff are friendly and helpful.

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	317379
Local authority	Cumbria
Inspection number	868428
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	24
Name of provider	Inglewood Nursery Trust
Date of previous inspection	27/06/2012
Telephone number	01697 473 732

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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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