

# Haverigg Nursery & The Clubbers

Lighthouse Centre, Atkinson Street, HAVERIGG, Cumbria, LA18 4HA

<b>Inspection date</b>	10/10/2014
Previous inspection date	23/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		1
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 very good. Staff demonstrate a good understanding of how to promote children's learning in all areas so that children gain a very good range of skills across all areas of development.
- Children are benefitting highly from very effective key persons who are attentive and meet the needs of individual children extremely well.
- Children are exceptionally well safeguarded because staff have a very thorough knowledge of their responsibilities. This is evident through the robust practices that successfully promote children's safety and well-being.
- Partnerships with parents are strong. Effective communication methods ensure that information shared between parents and staff guarantees that children's care and learning needs are met effectively.

### It is not yet outstanding because

- The monitoring of staff practice is not yet sharply focused in order to identify how to enable children to reach the highest levels of achievement over a sustained period of time.

## 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 viewed all the areas where children play, including the outdoors.
- The inspector talked with children, staff and managers at convenient times throughout the day, taking account of their views.
- The inspector checked evidence of the qualifications and suitability of all staff working in the setting.
- The inspector viewed a range of documentation, including relevant policies and procedures, medication and accident forms and the nursery's self-evaluation form and improvement plan.
- The inspector viewed the planning and children's learning files containing observations, assessments and individual learning plans.
- The inspector spoke with parents on the day, taking account of their views.

## Inspector

Janice Caryl

## Full report

### Information about the setting

Haverigg Nursery and The Clubbers opened in its present premises in 2011 and is managed by a voluntary committee. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building in Haverigg, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 7am until 6pm, for 50 weeks of the year, excluding bank holidays. Children attend for a variety of sessions. Children are cared for across several open-plan adjoining rooms and have access to an enclosed outdoor play area. There are currently 104 children on roll; 75 of whom 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. The nursery supports children with special educational needs and/or disabilities. There are currently nine staff working directly with the children; all of whom have an appropriate early years qualification. One member of staff holds a relevant childcare qualification at level 4. Six of the staff have appropriate qualifications at level 3 and two staff members hold childcare qualifications at level 2. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

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

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

- extend the monitoring of staff practice to ensure the high quality of teaching already achieved is sustained in order to raise children's attainment to the highest level.

### Inspection judgements

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

The needs of the children are well met. This is because the level of teaching is very good and staff have a very good understanding of how children learn and develop. The nursery, inside and outdoors is extremely well resourced, inclusive, bright and stimulating. Children are able to access all areas independently so that they benefit from all the activities and experiences available. Staff use children's starting points on entry to the nursery as a baseline for future observations. Effective assessments of the information gained from children's observations mean that staff are able to build on what children can already do. Consequently, plans for individual children are interesting, challenging, purposeful and developmentally appropriate. As a result, children make good progress in relation to their starting points. Staff track children's progress closely. From the age of two years this is recorded and monitored on a progress sheet. This helps to identify any gaps in children's development to enable additional support to be sought as necessary.

Staff are skilled at promoting learning in all areas and challenge children effectively. The wide range of activities helps children develop the skills, dispositions and attitudes in preparation for school. Small group work opportunities effectively give children time and the required focused attention to support them in developing their communication and language skills. Children listen well and are attentive as they take part in registration. Staff use sign language alongside verbal cues to introduce the session. Children become adept at following the sign language and later demonstrate their learning as they use these signs automatically during their imaginative play. Children learn that writing has a purpose as they observe how staff mark their attendance. They learn to count and correlate numbers as staff help them match the number of ticks to the number of children present. Staff teach children the days of the week, praising their achievements, while effectively steering them to the correct answer. This helps to give children self-confidence and self-assurance in their own abilities. Staff promote learning in mathematics as they introduce a game of 'magic dice'. Children concentrate well as they count the spots and relate the number back to the whole group. The learning is enhanced as all children take delight in clapping out the numbers that they counted. Children enjoy playing 'sound lotto' where they listen carefully to the sounds on the compact disc. Staff successfully promote thinking as they give children time and provide picture and verbal clues to help children work out the answer. As a result, children effectively develop their listening skills as they share, take turns and come to their own conclusions. Staff are proficient in supporting babies in following their natural curiosity and desire to learn through sensory exploration. Babies become happily engaged in exploring the paint with their whole bodies as they sit, investigate and experience the different colours and texture of the paint in the large floor tray. Their innate creativeness is rewarded and celebrated as their creations are put on display. This gives staff an opportunity to talk to children further about their experiences. In addition, photograph albums are available for babies and children to look at, promoting memory and recall of events they have taken part in.

Staff effectively engage all parents in their children's learning from the outset. The key persons gather a clear and comprehensive account of children's learning and development at an initial welcome meeting. Parents are also encouraged to share information in a communication book to enable staff to build further on children's home experiences. This helps to enhance children's learning opportunities. Further meetings are organised between key persons and parents to share the progress that children are making. As a result, parents are kept suitably informed and involved in their children's care and education. Communication between parents and staff is very effective. Staff successfully work with all parents to ensure the needs of all children are well met. This includes ensuring that any intervention strategies to support children with special educational needs and/or disabilities are put in place efficiently and in a timely fashion.

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

Staff build very strong and robust relationships with children with secure attachments helping to foster children's emotional well-being. It is clear for children and parents who their key person is through photographic displays. Children take great pleasure in looking at the photographs of themselves and their key person, developing a strong sense of belonging. Key persons are highly effective in supporting children's personal, social and

emotional development as they work in small groups for focused activity time activities. This helps staff and children get to know each other extremely well, helping to forge strong bonds and attachments. Children are confident and self-assured as they explore the environment and try out new things, inside and outdoors. Children are able to easily access a wide range of enticing activities and use the broad range of equipment to enhance and extend their learning further, for example, by using magnifying glasses. Staff are sensitive to the needs of all the children as they constantly remain vigilant, attentive and responsive. For example, babies are effectively supported as they wake from their sleep. Children with special educational needs and/or disabilities are monitored to ensure they are safe as they freely explore the environment. Children are encouraged to learn as they take risks as staff expertly remind them what might happen if they are not careful enough. As a result, children learn that they are safe and secure in a nurturing and caring environment that meets their individual needs. Children's behaviour is excellent. Staff consistently use positive behaviour strategies to teach children about the difference between right and wrong. Children have opportunities to explore their feelings and successfully learn to manage and understand them with the support of skilful staff.

Children have a wide range of opportunities to develop their independence skills as staff promote healthy lifestyles. Children competently attend to their own personal needs, for example, going to the toilet and washing their hands. Staff also give children responsibilities for wiping down the tables at snack and meal times. Consequently, children develop an understanding of cross-contamination and how to prevent it. Children learn about different foods, home grown produce and how to cook simple meals. For example, children become adept at using the peeler to prepare the turnips, potatoes and carrots for the vegetable soup. Children pour their own drinks and enjoy eating a wide selection of fruit, crackers and breads, which they help to prepare. Staff are highly skilled in supporting children who are more reluctant to eat or try new food products. In addition, staff talk to children about why specific foods are good for them. As a result, children gain a very good understanding of how to eat sensibly and healthily and learn the reasons why it is important. Children benefit from home cooked meals cooked on the premises. As an alternative, parents are able to provide their children with their own packed lunch. Healthy eating posters are on display for children and parents to view, reinforcing all positive messages about portion size and healthy food options. Babies' independence is encouraged as they feed themselves while sitting with the older children at lunchtimes. Consequently, younger children are able to mix and socialise with their siblings and peers as they develop and learn. Staff positively encourage children to be physically active. They teach children about the effect exercise has on their bodies. This helps children develop a good understanding of the need to remain physically active and eat healthily. Children have a wealth of opportunities to develop and practise their physical skills. For example, they have access to ride-on trucks, vehicles and scooters. Staff actively encourage children to stretch high as they play with the wooden blocks. Children have further opportunities to run and play ball games on the adjoining school sports field. Consequently, children are able to develop and extend their physical skills on a larger scale and through a wider variety of opportunities.

Children's emotional development is extremely well supported as they move up between the different groups. Children are accustomed to all the staff and are familiar with the routines because of the nursery's open-plan status. The key persons effectively prepare

children for their impending moves, by spending time with them in the new room areas. Staff members effectively liaise with each other and involve parents in any preparation. This means that key messages about children's care and welfare are successfully transferred, helping to make the move on to another room as smooth and seamless as possible. As a result, children are better prepared for their move on to their next stage of learning. Effective communication books and documents are successfully shared between other childcare providers, when children are attending more than one setting. This helps to ensure that there is continuity and shared learning. As a result, children feel more settled so that they continue to make good progress. Staff help to prepare children emotionally and physically in preparation for their moves on to school. Children are taught to be independent, attentive, follow instructions, recognise and write their name and solve early mathematical problems. Furthermore, as children get older, they are given more responsibilities, helping them further in developing self-confidence and self-assurance. The nursery has excellent links with the schools that children are to attend. Reception class teachers are invited into the nursery so that they can meet and begin to get to know the children. In addition, staff implement highly effective activities that teach children about the new routines. This provides opportunities for children to discuss and share any feelings, fears or anxieties, helping them further to be emotionally well prepared.

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

The provider and managers have a clear understanding of their roles and responsibilities in safeguarding children. They have successfully attended training to a high level on how to protect children and keep them safe. Staff also regularly receive safeguarding training. Consequently, all staff have a shared understanding of the procedures to take if they have a concern over a child's welfare. The managers and staff consistently make sure that the environment is safe and secure. Policies and procedures ensure that measures are in place to guarantee the safe and efficient management of the nursery. These are strictly adhered to and effectively shared with committee members, staff, parents and carers. This collective approach helps to make sure that the safety and well-being of children is consistently and effectively maintained. The provider's safe recruitment process includes taking references, assessing staff's interactions with children and obtaining suitability checks. Consequently, all staff working with children are appropriately experienced, qualified and safe to do so. All staff have received first-aid training, which means that any children involved in an accident are quickly and suitably attended to. Staff are vigilant at all times and ensure that daily checks on the environment are completed thoroughly. As a result, children are able to play safely in an environment where hazards are kept to a minimum.

The manager regularly reviews planning documents so that she can monitor the breadth of the educational programme. Staff hold planning meetings on a weekly basis to ensure that children are benefitting from effective next steps, therefore helping them to make good progress in their learning. The manager works closely alongside staff, discussing children's individual plans and reviewing children's development records to ensure the accuracy of assessments. This helps them to identify any concerns and seek additional support as necessary. Children's progress is monitored and collated, which helps identify

how individual children and different groups of children are performing. The manager uses supervision meetings to discuss children's progress and help staff to identify any training needs. Staff's attendance at training has had a positive effect on outcomes for children. For example, staff effectively support children in developing their speech and language, following a course on becoming a 'communication champion'. The manager is aware of how valuable performance management is. Consequently, staff do peer on peer observations where they assess each other's skills. In addition, the manager has recently introduced further opportunities for staff to observe their own and each other's practice, by watching recordings of themselves. However, the monitoring of staff practice is not consistently sharply focused in order to identify how to enable children to reach the highest levels of achievement over a sustained period of time.

The provider and manager have created a comprehensive evaluation plan to keep driving the already good practice forward. A clear improvement plan is in place, which identifies specific priorities to improve the overall effectiveness of the nursery. Staff are consistently involved in contributing new ideas and suggestions and parents' views are valued. The use of parental questionnaires provides useful feedback and helps to keep parents fully involved. The managers and staff ensure that parents and carers are integral in supporting their children's learning and development. For example, displays for parents show what children learn by visiting the beach. Regular newsletters inform parents about any events, planning and the contributions they can make. This contributes to highly effective partnership working. Parents are very complimentary about the service the nursery provides. They comment on how well the staff work closely with them and fully appreciate any advice and guidance. The partnerships with other professionals are equally strong. The manager and staff are proactive in seeking expert help and support from health and education professionals to ensure that children and families receive the support they need. This results in children's needs being met effectively through efficient and effective multi-agency working.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY424080
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	852471
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Haverigg Nursery and The Clubbers
<b>Date of previous inspection</b>	23/04/2012
<b>Telephone number</b>	01229 719 912

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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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