

# Coniston Childcare

Coniston C of E Primary School, Shepherds Bridge Lane, CONISTON, Cumbria, LA21 8AL

## Inspection date

07/11/2014

Previous inspection date

27/04/2012

## The quality and standards of the early years provision

**This inspection:**

2

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 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. Staff give high priority to children's early language and communication skills and to their physical, personal, social and emotional development. As a result, children make good progress given their starting points.
- The stimulating and well-resourced learning environments are utilised well by staff to provide a good range of learning experiences based on children's interests and to extend their knowledge.
- Children settle happily and develop strong, trusting relationships with staff. Consequently, children feel confident and emotionally secure as they move on to the next stage in their learning, including school.
- Staff understand the safeguarding and welfare requirements well, which means they can respond promptly to any concerns and keep children safe.
- The needs of children with special educational needs and/or disabilities are well met because staff develop effective partnerships with parents and other professionals. Consequently, children have continuity in their care and learning so that they make good progress in their development.

### It is not yet outstanding because

- At times, during conversations, staff do not always give sufficient time for children to consider the answers to questions or to formulate their response, in order to further enhance their critical thinking skills.

## 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 outdoor learning environment.
- The inspector conducted one joint observation with the manager.
- The inspector held a meeting with the manager of the setting and spoke to staff throughout the inspection when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

## Inspector

Emma McKeown

## Full report

### Information about the setting

Coniston Childcare was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Coniston Church of England Primary School in the Coniston area of Cumbria, and is privately owned and managed. The setting serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and 6. The setting opens Monday to Friday, all year round. Sessions are from 7am until 5.30pm. Children attend for a variety of sessions. There are currently 30 children on roll, 18 of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of 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 further improve the quality of the early years provision the provider should:

- enhance children's ability to think critically, by giving them more time to consider the questions posed, formulate their response and share their ideas more fully.

### Inspection judgements

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

The quality of teaching in this stimulating and welcoming nursery is good. Children are happy and enthusiastic learners, eager to be involved in activities and explore their environment. They benefit from positive relationships with the key persons, who accurately identify children's skills and plan for the next steps in their learning and development effectively. As a result, children make good progress given their starting points. Children thoroughly enjoy their time they spend at the nursery and are excited and motivated to learn. Regular walks to local outdoor attractions enhance children's learning experiences. For example, as children use buckets and spades to dig along the lake shoreline they use numbers for counting, develop their problem-solving skills as they consider how to make a sandcastle and learn to share and take turns with the resources. Staff are attentive to children's needs and support their learning well. For example, they carry water from the lake and this encourages children to experiment with the consistency of the shingle. The key persons complete ongoing observations of children to assess their stage of development and to plan for their next steps in learning. These are shared effectively across the nursery, so that all staff have a good knowledge of every child's

progress. Information is regularly shared with parents through a variety of effective methods, including daily verbal communication, reports and opportunities to share online learning journey profiles. Parents are invited to share learning from home and these are included in their child's learning journey profile. Comprehensive progress checks are shared with parents, when appropriate, and strategies are shared to ensure all children make at least good progress. Consequently, parents are fully involved in their child's learning and development. Advice from professionals involved with children who have special educational needs and/or disabilities is used by key persons to inform children's individual planning. This helps key persons ensure that children make consistent progress in the areas where they need extra support. Key persons complete the required progress check for children between the ages of two and three years. This helps to support children's progress or identify if there are any concerns, so that further support can be put in place.

Children learn to be confident communicators. They talk to each other and staff about what they are doing, their recent experiences and ideas, using expressive language. For example, as children make pictures from a variety of collage materials they talk about their experiences of recent firework events. Staff ask appropriate questions to challenge children's thinking and encourage them to solve problems. For example, as children work together to build a ramp, they are encouraged to think about how tall to make it. The children take turns to roll their cars down the ramp and compare which one went the furthest. Staff encourage children to consider why this might be. This helps to support all children, including those who speak English as additional language, to acquire skills for communication. However, on occasions, staff are over eager to help children with this and do not always give them sufficient time to consider and formulate their response. This means that opportunities for children to make connections in their thinking and decide what they want to say and how they want to say it are not always as well promoted as possible. Children develop a good understanding of nature through a wide range of learning experiences. For example, they notice patterns in nature as the seasons change as they talk to staff about the different colours of the leaves in autumn. Parents speak highly of the learning experiences children enjoy and note how their children's self-confidence has developed through the opportunities to explore and investigate in the outdoor environment.

The development of key skills in the personal, social and emotional aspects of children's learning is supported through well-planned continuous provision. As a result, children develop good friendships and learn to play cooperatively together. For example, as children take turns to blow bubbles or share resources in the role-play area. Consequently, children are developing the skills necessary to support them as they move on to school.

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

Children are welcomed warmly by the key persons who have developed secure attachments with them. The flexible and effective settling-in procedures enable children to feel safe and valued. Consequently, children settle quickly and are ready to learn from the earliest opportunity. Strong, warm and caring relationships between the key persons and

children are evident. As a result, children are happy and confident to explore. The key persons demonstrate an excellent knowledge of the children, their interests and their routines. This supports children's well-being and in turn, has a positive impact on their learning. The personal, social and emotional skills of children are developing successfully because the key persons provide activities to ensure they continue to make good progress in this important area of their learning. The stimulating and well-resourced learning environment promotes children's independence as they freely choose toys and activities. Therefore, children develop confidence and are emotionally well prepared as they move on to the next stage in their learning, including school.

Children's behaviour is good because key persons have clear expectations and are good role models to children. Their calm and consistent approach encourages children to be kind and caring to each other. Children learn about sharing and taking turns. For example, children take turns to play the role of the troll as they walk across a bridge. The key persons praise their positive behaviour and as a result, children learn to cooperate with each other. The key persons are kind and attentive towards children and offer lots of praise for their efforts and achievements. This encourages them to persevere and develop self-confidence.

Children learn to develop an awareness of health and safety through the daily routines and activities. For example, they know they must wash their hands after playing outside and before eating. The key persons teach children about keeping safe. For example, staff teach children about road safety when crossing the road. Children demonstrate awareness of keeping themselves and each other safe as they tell their friends to hold onto the handles of the pram while walking along the road. Children benefit from fresh air and exercise as they spend a large part of their time outdoors. Waterproof clothing is provided for all children. As a result, children are able to play outdoors in all weathers. Children's dietary needs and parents' wishes are respected and acted upon. Consequently, parents are reassured that their child is safe and well cared for.

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

The manager has a clear understanding of her role and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff clearly understand their duty to protect children. They know how to report and record concerns in respect of child protection and safeguarding. Comprehensive policies, procedures and risk assessments are in place and are regularly reviewed to ensure children are protected and kept safe from harm. This includes policies on the use of mobile telephones and cameras, which staff are aware of and adhere to. The manager has a clear understanding of safe recruitment practices and induction procedures include safeguarding practices. This ensures that adults working with children are suitable to do so and that all children are cared for by qualified, experienced and committed staff.

There is a strong commitment to self-evaluation and improving outcomes for children. Self-evaluation processes take into account the views of parents, children and staff.

Recommendations from the previous inspection have been addressed and further areas for improvement have been identified. This demonstrates a good commitment to continuous improvement. Staff systematically observe, record and track children's achievements in accordance with their age and stage of development and use their observations to make individual plans, which clearly identify children's next steps in learning. The manager monitors this process effectively to ensure children are progressing well towards the early learning goals. Peer-on-peer observations are used to promote good quality of teaching as staff effectively evaluate their practice. Training needs are identified at supervision meetings and information gathered from training courses is disseminated to all staff to positively impact on staff's performance.

Parents comment positively about the setting and that they are pleased with the progress their children are making. Effective partnerships with parents contribute to a coordinated approach to children's care. Where children are identified as requiring additional support, the staff meet with parents and external professionals to discuss and agree on a consistent approach. This ensures that children with special educational needs and/or disabilities benefit from consistent and targeted support. Children are well prepared for the next stage in their learning and development because staff work effectively with the local school in supporting children in moving on to nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY438237
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	853904
<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>	25
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Rachel Hadwin
<b>Date of previous inspection</b>	27/04/2012
<b>Telephone number</b>	01539441062

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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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