

ABC Egremont

St Bridgets Lane, EGREMONT, Cumbria, CA22 2BD

Inspection date	17/11/2014
Previous inspection date	25/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 consistently good as staff provide children with a wide variety of challenging and stimulating activities. As a result, children make very good progress in their learning and development.
- An effective key-person system helps children to form secure attachments and develop positive relationships. This promotes children's emotional well-being as they are confident in their surroundings.
- Good partnerships with parents are established and effective strategies are in place to support children in their future learning. This ensures that parents are kept well informed about their children's achievements.
- Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of policies and procedures are implemented successfully to ensure children are well protected.
- The management team and staff have completed detailed development plans to improve the quality of their practice and enhance future opportunities for children.

It is not yet outstanding because

- The environment is not consistently rich in print to help children to further develop their early reading skills.
- Opportunities for children to further develop their self-care skills and their understanding of good hygiene practices at mealtimes, are not always fully promoted.

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 areas accessed by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and provider and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

ABC Egremont was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries managed by ABC Early Learning Limited. The nursery operates from a converted building in Egremont, Cumbria. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs 18 members of childcare staff. Of whom, 17 hold appropriate early years qualifications at level 2 or above, including the manager, who has Qualified Teacher Status. The nursery opens Monday to Friday, from 7am until 5.30pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. A breakfast, after school and holiday club also operates from the nursery. There are currently 95 children on roll, 67 of whom are in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- strengthen the already good practice in teaching children about literacy by enhancing environmental print, for example, by using words, signs, pictures and numbers within children's play areas and to label resources

- encourage children to further develop their self-care skills and their understanding of good hygiene practices, with particular regard to mealtimes.

Inspection judgements

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

The quality of teaching is consistently good as staff have a secure knowledge and understanding of the Early Years Foundation Stage. They effectively promote children's learning and development as they plan a mixture of adult-led and child-initiated activities to extend their individual needs and interests. Children are actively engaged and motivated in their play as staff provide them with a wide variety of challenging and stimulating experiences across all seven areas of learning. For example, younger children show excitement as they explore and investigate a selection of materials, including paint, play dough, sand and water. Older children show high levels of concentration and develop their critical thinking skills as they take part in a group activity, where they identify hidden objects underneath a piece of fabric. Staff have high expectations of children as they complete regular observations and assessments to recognise their achievements and identify their next steps in learning. In addition to these, photographs and examples of

children's own work are gathered in learning journey records and learning books. Effective systems are in place to track children's ongoing progress, which ensures that gaps in their learning are identified quickly. This ensures that children, who are at risk of falling below their expected levels of development, receive appropriate support and intervention. As a result, children make very good progress in their learning and development from their starting points.

Children are cared for in age-appropriate rooms, which ensures that they are content in their environment and are self-assured to try new experiences. They have access to a good range of high-quality resources, which are easily accessible and readily available to them. Consequently, children are active learners and develop their problem solving skills as they participate in purposeful play. Younger children develop their curiosity and interest as they are provided with a good selection of natural and sensory materials. Staff successfully support children's communication and language development as they interact well with them, engage in constant discussion, model language and ask open-ended questions. Children become confident communicators as staff allow enough time for them to respond, express their own ideas and make their own choices. Staff develop children's literacy skills as they enjoy using books to support everyday activities and take part in mark making. However, there are fewer opportunities for children to further develop their early reading skills by enhancing environmental print throughout the nursery, for example, by using words, signs, pictures and numbers within children's play areas and to label resources. Children have access to everyday technology as they confidently use the tablet computer to complete numeracy games. This also develops their fine motor skills and coordination. Staff effectively promote children's knowledge and understanding of the world as they explore different environments and learn about growth and change over time. For example, children grow a range of fruit and vegetables in the outdoor environment and take part in various community events, such as visiting the farmers market. There are good opportunities for children to develop their physical skills through activities in the outdoor area as they access ride-on toys, play on the climbing equipment and make different sounds using the musical instruments. Therefore, children are effectively developing the skills required for the next stage in their learning at school.

The nursery has successfully implemented the progress check for children between the ages of two and three years and shares this information with parents. Staff provide verbal and written feedback to parents on a daily basis to ensure they are well informed about their children's achievements. Effective strategies are in place to engage parents and encourage them to be involved in their children's development. This supports children's future learning as they benefit from a consistent and collaborative approach to their care and education. Therefore, children's individual needs are fully met and parents feel valued and respected by staff. Staff have established strong links with local primary schools as they share relevant information about children to ensure their future moves are managed well.

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

An effective key-person system helps children to form secure attachments and develop positive relationships with each other and staff. This effectively promotes children's

emotional well-being as they are clearly happy and settled. Staff create a warm, bright and welcoming environment, which supports children's all-round development. There is a very good selection of children's own work and photographs displayed around the nursery, to ensure they have a sense of self and belonging. As a result, children are comfortable and confident within their surroundings as they are effectively supported in their personal, social and emotional development. Staff are caring and show sensitivity as they respond to the individual needs of children. Good settling-in procedures ensure children feel safe and secure when starting at the nursery. This is further promoted as children are supported well with their move between the nursery rooms and for the next stage in their learning at school, as staff ensure they are emotionally prepared for change. Parents spoken to at the time of inspection, comment that they feel very informed and included in nursery life as staff are friendly and approachable.

Staff encourage children to be independent as they access their own resources, initiate their own play and help with appropriate tasks, such as serving their own food and pouring their own drinks. Children confidently manage their own personal needs and staff offer support and guidance to younger children when required. However, there are fewer opportunities for children to further develop their self-care skills and their understanding of good hygiene practices at mealtimes, for example, by ensuring that they wash their hands before eating and are discouraged from picking up food, which they have dropped on the floor. Children are starting to develop their own awareness of health and well-being as they learn about dental hygiene and recognise the importance of brushing their teeth. The nursery cook provides a good variety of balanced and nutritious meals and snacks, which develops children's understanding of a healthy diet and lifestyle. Drinking water is accessible to the children at all times, to ensure they remain hydrated throughout the nursery day. Staff provide daily opportunities for children to participate in outdoor play and exercise to ensure they are active. This effectively develops children's physical skills and enables them to take appropriate risks.

Children's behaviour is very good as staff act as positive role models. They use a calm and consistent approach to reinforce appropriate behaviour and provide children with clear explanations. Therefore, children respond well as they understand the boundaries and expectations within the nursery. Staff promote the use of good manners and remind children to share and take turns during their play. Children are provided with regular praise and encouragement, which enhances their self-esteem and ensures that they feel appreciated. Staff talk about the importance of safety throughout children's activities and daily routines to ensure they start to develop their own understanding of how to keep themselves safe. For example, children effectively negotiate space and understand how to use the scissors correctly to ensure they do not hurt themselves.

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

Staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant training and know the procedures to follow if they have any safeguarding concerns about children in their care. A detailed range of written policies and procedures are implemented

successfully within the nursery to ensure children's welfare is protected. This is further promoted as written risk assessments and safety checks are completed to ensure the indoor and outdoor environments are secure. Staff are deployed well within the nursery and ratios are consistently maintained. As a result, children are effectively supervised to maintain their well-being. There are good systems in place for recruitment, induction and vetting procedures to help ensure that staff are suitable and experienced to carry out their role and responsibilities.

The nursery is led by a dedicated and enthusiastic management team as they strive to provide high quality care and education for the children. The manager has Qualified Teacher Status, which ensures that she has a very good understanding of how children learn and develop. There are effective systems in place to monitor and evaluate the educational programmes to ensure children are progressing well in all areas of their learning and development. Staff complete tracking documents, so children with identified gaps in their learning are supported well, which ensures that their individual needs are met. Performance management systems are effective as staff are involved in regular supervisions and appraisals to support their professional development. The management team actively encourage staff to enhance their skills, knowledge and understanding by attending regular training courses. For example, staff have completed a programme to enhance children's communication development and early language skills. The management team and staff share a clear vision for the nursery as they strive for continuous improvement. They have worked hard to address the recommendations raised at the last inspection. Self-evaluation is effective and detailed development plans are completed to improve the quality of their practice and enhance future opportunities for children.

Staff have established good partnerships with parents, which makes a strong contribution to meeting the needs of children. Parents receive daily feedback, regular newsletters and have access to a good selection of information boards within the nursery to keep them informed. Parents are complimentary and make comments, such as, 'The nursery is fantastic, staff are brilliant' and 'My child settled very quickly at the nursery and there is good communication'. Staff work closely with the local authority advisor as she visits the nursery on a regular basis to offer advice, support and guidance. The management team also attend network meetings with other professionals to share ideas and discuss best practice. Staff have developed good relationships with local primary schools and teachers to further support children in their learning and development.

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

Unique reference number	EY367971
Local authority	Cumbria
Inspection number	962843
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	110
Number of children on roll	95
Name of provider	ABC Early Learning Limited
Date of previous inspection	25/11/2013
Telephone number	01946 821310

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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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