

Ivegill Nursery

Ivegill School, Ivegill, Carlisle, Cumbria, CA4 0PA



Inspection date

22 January 2015

Previous inspection date

14 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and staff make the most of spontaneous opportunities to promote children's learning through play. As a result, children are interested in all that they do and make good progress in their learning and development.
- Staff provide children with interesting experiences and activities. Therefore, they learn to become confident independent and enthusiastic learners who problem solve and think for themselves. Staff recognise the uniqueness of each child and the good key-person system enhances relationships with children and their parents very successfully.
- Good priority is given to safeguarding children. This is evident through the staff's knowledge of child protection and effective practices that successfully promote children's well-being and safety.
- The good leadership and management together with a dedicated staff team show a strong commitment to improve outcomes for all children. There are successful systems in place to evaluate all aspects of the provision and the professional development of all staff.

It is not yet outstanding because:

- Opportunities for children to see print and number in the outdoor environment are not used for maximum effect.
- The quiet area is not used to its full potential and additional reading materials that meet children's interests and add to the already extensive selection of books, are not provided.

What the setting needs to do to improve further

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

- enhance further the outdoor environment so that it is rich in print and number, by introducing more labels and signs
- re-organise the quiet area to make it more inviting and stimulating for children and develop further the already extensive selection of books with additional forms of reading materials relating to children's interests.

Inspection activities

- The inspector completed a tour of the premises.
- The inspector observed children playing in the classroom and outdoor play area.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection and from information included in the setting's own parent survey.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Staff effectively use their expert knowledge to provide a well-proportioned balance of learning opportunities. All children develop the skills they require in readiness for school and to support their future development and learning. Children initiate many activities themselves through the skilful guidance and support by staff who listen carefully to the clues they hear in children's discussions. Staff build on these interests and skilfully extend their learning by asking further open questions. As a result, children think for themselves, remain engaged and are highly motivated in all that they do. Staff work closely with parents, other professionals and the other settings children attend. Therefore, they develop a shared approach in supporting children's all-round development and learning. Planning, observation and assessments are accurately completed and children's next steps in learning are targeted to ensure all children continue to make good progress.

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

Children settle easily because their key person successfully supports their emotional security, confidence and well-being. Staff teach children to be very independent in their care and self-help skills. Children demonstrate good hygiene routines, eat healthy nutritious meals and learn to keep themselves safe. The environment is safe for children to play and children's physical skills are supported well. Children access a wide selection of toys and equipment and in most cases, continuous provision play areas are highly stimulating and interesting. The quiet area, however, is not as inviting and lacks alternative reading materials, such as magazines and comics related to children's interests. The outdoor play area has limited print displayed, which has an impact on children's ability to enhance their literacy skills outside. Staff are excellent role models. Children behave well in groups where they learn patience to tolerate others, and share and take turns.

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

The manager and staff have a good understanding of their responsibilities under the learning and development and the safeguarding and welfare requirements. A full and detailed range of policies and procedures support children's health, safety and well-being. Robust recruitment, induction, supervision and the checking of staff performance ensures that staff are suitable to work with children and teaching practice is maintained at a high level. Safeguarding children is a clear priority. Staff understand their role and responsibility for protecting children from harm and undertake regular training so they act appropriately to safeguard children. The tracking, monitoring and analysis of children's progress and planning for the next steps in their learning is rigorously maintained. This means that any potential learning needs or gaps in progress are recognised and support is quickly obtained. Systems for evaluating the strengths and weaknesses of the nursery are in place and fully informed by the views of all those associated with the nursery.

Setting details

Unique reference number	317379
Local authority	Cumbria
Inspection number	983920
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	19
Name of provider	Inglewood Nursery Trust
Date of previous inspection	14 July 2014
Telephone number	01697 473 732

Ivegill Nursery was registered in 1991. It operates from a designated classroom within Ivegill School, Ivegill, Cumbria. The setting is open each weekday from 9am to 3.30pm term time only. The nursery receives funding for the provision of free early education for two- three- and four-year-old children. In total, four staff work at the setting, three of whom hold relevant qualifications.

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