

First Class Childcare Barrow



Barrow Primary School, Old Row, Barrow, CLITHEROE, Lancashire, BB7 9AZ

Inspection date 17 February 2015
 Previous inspection date 9 December 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is excellent as practitioners provide rich, varied and imaginative experiences based on children's interests, both inside and outdoors. Consequently, all children are highly motivated, eager to learn and make exceptional progress.
- Leadership is inspirational. The management team is effective in its commitment to continuously improving this already outstanding nursery. Practitioners demonstrate their drive towards achieving excellence in all areas.
- Children's safety and safeguarding is central to everything practitioners do. They effectively support children to understand how to keep themselves safe and healthy.
- The key-person system is exceptionally good. Children form very close relationships with the practitioners who care for them each day. This mean children's individual needs are always met extremely well and their confidence and emotional well-being is effectively supported.
- Partnerships with parents are excellent. They contribute to the assessments and are kept very well informed regarding children's progress. This shared approach effectively supports children's learning and development and well-being, both in their own home and in the nursery.
- Practitioners use a variety of very well thought out strategies to prepare children for times of change. Therefore children are emotionally prepared and well supported for the next stage in their learning, including when the time comes to move to school.

What the setting needs to do to improve further

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

- enrich the already excellent partnerships with parents, by providing even more opportunities for them to be involved in the life of the nursery, to enhance the excellent shared approach to children's learning and development even further.

Inspection activities

- The inspector observed activities in the three playrooms, the school hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the setting.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to in the day.

Inspector

Jacqueline Midgley

Inspection findings

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

Practitioners use their superior knowledge of how children learn and their expertise in teaching to provide an outstanding range of learning opportunities based on children's interests. For example, whilst enjoying outdoor activities, children found a stick and investigated if they could make it grow. As a result, practitioners supported children in a variety of activities over a number of weeks. These included, watering the stick and observing shoots grow, planting, investigating and describing smells, taste and feel, observational paintings, reading favourite stories and measuring. These activities covered all seven areas of learning and supported children's learning both indoors and outside. The quality of teaching is consistently high for all practitioners. Therefore, children of all ages demonstrate the characteristics of effective learning, such as a willingness to have a go. Planning and assessment is precise, sharply focused on each child's needs and effectively shared with all practitioners and parents so every child makes rapid progress.

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

The children enjoy close supportive relationships with the practitioners, who praise children and build their self-esteem. As a result, children are confident and self-motivated. There is an atmosphere of mutual respect and trust, where practitioners calmly communicate their expectations. Therefore, children's behaviour is superb. Practitioners skilfully support children's understanding of healthy choices as they prepare their own selection of fruit at snack time. Children learn how to assess risk and keep themselves safe as they look for dangers. Practitioners skilfully prepare children for times of change. For example, children are prepared for their move between rooms within nursery. They become familiar with the new environment as they take home a box of resources including photographs of practitioners and aspects of the room. Preschool children attend the neighbouring school for lunch each day and to access the library. Therefore, they are ready for the move to school when the time comes.

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

The managers have an excellent understanding of the Early Years Foundation Stage requirements and are committed to delivering exceptional standards. Highly effective arrangements for the recruitment, vetting, regular supervision, observations of practice and professional development lead to high levels of consistency of practice. Robust procedures for checking the quality of practice ensure that children receive a rich and challenging range of activities, including French lessons and extensive outdoor activities. An effective system for the analysis of assessment information means that potential learning needs are recognised and quickly met. Incisive self-evaluation accurately identifies how the nursery can improve even further. For example, leaders have correctly recognised the benefits of further improving the already excellent partnerships with parents by involving them even more in activities within the nursery.

Setting details

Unique reference number	EY394069
Local authority	Lancashire
Inspection number	859582
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	91
Number of children on roll	142
Name of provider	First Class Child Care Limited
Date of previous inspection	9 December 2009
Telephone number	01254825887

First Class Childcare Barrow was registered in 2009. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and two at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Before, after and school holiday care is offered for school aged children at the on-site school.

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