

Ramsden Robins

Thwaite Street, Barrow-in-Furness, Cumbria, LA14 1AN



Inspection date

26 February 2015

Previous inspection date

23 May 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

- Children make choices from an exceptional range of natural and open-ended play resources, which are easily accessible to them. They are encouraged to follow their own interests and are very well supported by staff who sensitively join in children's play, and promote children's ideas and interests effectively.
- Staff create a welcoming learning environment, where children settle easily, have fun and establish close relationships with their key person. This results in children feeling safe and secure in the pre-school.
- The safeguarding of children is good because staff clearly understand the procedures to follow and a detailed policy is in place, which is regularly reviewed and updated. Children's safety in the pre-school is well maintained because the premises are secure and staff are vigilant during arrival and collection times.
- Management demonstrate a strong commitment to continuous improvement through staff's professional development, tracking and monitoring systems and regular self-evaluation. This ensures that children get effective teaching, play and learning opportunities while attending the pre-school.
- Parents are welcomed by approachable friendly staff who make themselves available on a daily basis to talk about their children. This ensures information is shared about what children do at home and how parents can continue to be actively involved in their children's learning.

It is not yet outstanding because:

- Systems for sharing information between staff and teachers from the host school are not fully focused on each individual child's learning needs.
- The selection of dressing up clothes available to children does not contain an appealing and stimulating selection for the boys attending the pre-school.

What the setting needs to do to improve further

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

- enhance partnerships with teachers from the host school, to share information on each individual child's learning needs, using this information to plan activities, which complement and enhance their learning in the school
- enhance the provision of dressing-up resources by providing additional costumes to further support boys' imagination and creativity.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children playing in the playroom and outside play area.
- The inspector held discussions with the manager, the staff and the children throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents who were spoken to on the day of the inspection and from information included in the pre-school'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 the 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

Children confidently explore, investigate and problem solve with skilled staff who effectively support their learning. They are independent in their care routines, therefore, they are gaining the skills they require for school. Children help themselves from the extensive range of natural, open-ended, real-life resources stored throughout the pre-school. They act out their life experiences and dress up. However, there are fewer dressing-up clothes to stimulate boys' interest in role play. Staff observe children and clearly assess their progress. They use children's interests well to initiate activities and to inform planning. As a result, children, including those who speak English as an additional language, make good, or better, progress from their starting points. Good relationships are established with the host school and the pre-school. Staff share records with teachers about the children who attend their wraparound sessions. However, strategies for sharing information about children's next steps are not in place to further inform the pre-school's planning.

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

Children's emotional well-being is well promoted through the kind and caring relationships established with them. Parents state that their children are happy attending pre-school and comment on the good progress they have made since starting. Children listen to staff and follow instructions during the routine of the day. Staff are effective role models which has a positive impact on children's social skills, such as, manners, sharing and turn taking. Healthy snacks are provided and children learn basic hygiene practices. Children's healthy lifestyle is further promoted by staff enabling children to freely access the outdoor play area for physical activities. This area has been vastly transformed and improved for the children. Staff gently remind children to be careful riding bikes and involve children in practising fire evacuations, which helps them to learn how to keep themselves safe.

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

The manager and staff have high expectations for the children. They have a good understanding of the learning and development, and welfare requirements to ensure children's needs are met. Safe recruitment procedures are in place with all disclosure and barring checks completed and recorded. This ensures that all those associated with the pre-school are suitable. Staff are deployed well to ensure that children are closely supervised and ratios are well maintained at all times. This effectively supports the safety and security of all children. Risk assessments ensure that the environment and resources are safe and procedures are in place to report and record any accidents or incidents. Most staff have qualifications, which has a positive impact on children. Staff are well supported through regular supervision sessions and ongoing professional development and training opportunities. Staff work closely with other professionals to support children with special educational needs and/or disabilities who attend the sessions.

Setting details

Unique reference number	EY262689
Local authority	Cumbria
Inspection number	977106
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	47
Name of provider	Ramsden Pre Nursery Group Committee
Date of previous inspection	23 May 2014
Telephone number	01229 894626

Ramsden Robins was registered in 2004. It operates from a classroom in Ramsden Infant school. The pre-school is open each weekday from 8.30am to 3.30pm term time only. They receive funding for the provision of free early education for two-, three- and four-year-old children. In total, six staff work at the setting, five of whom hold relevant qualifications.

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