

Maryport Child and Family Centre

Ennerdale Road, Maryport, Cumbria, CA15 8HN



Inspection date

23 February 2016

Previous inspection date

1 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Partnerships with parents are strong. They value the care and support their children receive and the wide ranging information available to help them continue their children's learning at home.
- Children benefit from the wide range of high-quality resources and changes made to the environment since the last inspection. Resources are accessible and meet children's differing interests and abilities.
- The well qualified and experienced staff have an expert knowledge and understanding of the complex needs of the children attending. They provide well planned and stimulating activities for children based on the next steps in their learning. This helps to support them gain the skills they require for their later move to school. All children make good progress.
- Disabled children and those with special educational needs are supported well. Staff work very closely with parents and other professionals to help close the gaps in children's learning and development.
- Children develop strong relationships with their key person. Staff know the children well and they are very sensitive to children's emotional needs and well-being.

It is not yet outstanding because:

- Opportunities for staff to learn from and develop one another's expertise is not yet fully developed.
- Staff do not fully promote children's growing awareness of numbers during their play.

What the setting needs to do to improve further

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

- improve teaching even further by enhancing processes for staff to learn from each other and develop their professional knowledge and expertise to an outstanding level
- enhance opportunities to develop children's knowledge and understanding of numbers during their play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school self-evaluation and evidence of the suitability of staff working on the premises.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures all staff and volunteers have a secure understanding of the pre-school's policies and procedures. Staff are vigilant in their supervision of the children and conduct thorough risk assessments throughout the pre-school to ensure children's safety. Overall, the manager monitors staff performance to assess the quality of teaching and to target further improvements. Staff recruitment is thorough and supervision for staff ensures ongoing professional development. The manager keeps track of children's development and any gaps are quickly recognised and support strategies swiftly put in place. The manager effectively uses self-evaluation to identify strengths and further improvements and values the opinions of staff, parents and children in the process. Positive comments from parents show how well the setting keeps them informed about their children's progress.

Quality of teaching, learning and assessment is good

Since the last inspection, staff have considerably enhanced the layout of the room and the range of resources on offer for children. The planning now links activities to the next steps in children's learning and the tracking helps staff to assess and review children's development and activities. Parents are actively involved in their children's learning by providing Wow moment statements and information about what children do at home. Staff know the children and follow their lead. They engage well with them in their play. Children enjoy playing outside with the pump-action water system where they can feel the sensory aspects of cold water running through their fingers. Good links are established with local schools which aid the transition process.

Personal development, behaviour and welfare are good

Children move more freely around the pre-school. They learn to share and take turns and gain independence as they help themselves to toys. They make choices and decisions as they play. Children behave well. Staff are good role models and children form close attachments to them. Initial visits are held in the home and then settling-in visits are held in the pre-school. Children learn how to keep themselves safe and enjoy opportunities to develop their physical skills in the outdoor area. Pre-school routines are very well established. Staff help children learn basic hygiene practices and provide them with a healthy breakfast and nutritious snack. They provide interesting experiences and activities that help children gain an awareness of their own community and the difference and diversity of the world around them.

Outcomes for children are good

All children make good progress in their learning and development in relation to their starting points. Children are keen and motivated learners who are ready for the next stage in their learning and school.

Setting details

Unique reference number	EY273826
Local authority	Cumbria
Inspection number	1027963
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	23
Number of children on roll	12
Name of provider	Barnardo's
Date of previous inspection	1 October 2012
Telephone number	01900 818 726

Maryport Child and Family Centre was registered in 2003. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. They support a number of disabled children and those with special educational needs.

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.

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