

Ullswater Nursery

Patterdale School, Patterdale, Penrith, Cumbria, CA11 0NL



Inspection date

4 May 2016

Previous inspection date

10 October 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The management and staff are inspirational. They are highly committed to building effective partnerships with parents, other professionals and other settings children have previously attended. Together they work effectively to support children's future learning, providing high-quality care and education.
- The quality of teaching is exemplary. Staff follow children's interests and skilfully and sensitively enable them to take ownership of their learning. They help children to listen, understand and think for themselves and give them time to respond.
- Staff's care practices are excellent. Key-person relationships are well established and support children's emotional well-being exceedingly well. Staff promote positive behaviour and empower children to manage conflict for themselves. Children are given exceptional opportunities to be highly independent which has an impact on their all-round development.
- The staff and committee are extremely dedicated in providing a high-quality service for parents. Robust recruitment procedures are in place to ensure the suitability of all adults children engage with, therefore, children are kept safe and secure.
- The management and staff have a clear vision and effectively strive for continuous improvement. They know their role and responsibilities and implement clear policies and procedures. This, and effective supervision sessions, results in the safe management of the nursery and promotes excellent outcomes for all children.
- Observation, planning and assessment processes are expertly prepared and processed. Staff know children exceptionally well and understand how they learn best. As a result, children make very rapid progress in relation to their individual starting points.

What the setting needs to do to improve further

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

- continue to explore the excellent opportunities to extend the provision of resources for those children who prefer to learn outside.

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 nursery manager. She looked at relevant documentation, such as, the self-evaluation, policies and procedures, children's records and evidence of the suitability of staff and the committee.
- 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 outstanding

The highly qualified and inspirational staff work exceptionally well together. They provide a consistent approach to supporting all children's personalised care and individual learning needs. Staff very effectively use the monitoring and tracking systems to analyse children's progress and to further develop individual learning plans for each child. The arrangements for safeguarding are effective. Staff are very knowledgeable about keeping children safe from harm or abuse. They attend various early years training sessions and workshops. Staff use the information from training to strengthen their already exceptional teaching practice and to update the policies and procedures. They swiftly identify where improvements can be made. They already recognise that the outdoor play area requires extra resources for those children who prefer to learn outside.

Quality of teaching, learning and assessment is outstanding

Staff recognise that children learn best in different ways and at different rates. They make excellent use of children's starting points and the strong partnerships with parents to provide a consistent approach to children's learning. Children develop an extensive vocabulary. They confidently engage in informative discussions with staff, who act as exceptionally good role models. Children dress up as butterflies and bees, and confidently stand on the stage to sing their chosen songs. Staff provide an excellent level of challenge for most-able children, especially through their use of number, letter recognition and early writing skills. One-to-one support for children who have special educational needs or disability is exceptional and sensitively addressed to support their personal care and individualised learning needs.

Personal development, behaviour and welfare are outstanding

Children feel safe and secure. They are confident in their abilities to do things for themselves. Their self-care skills and independence are promoted extremely well. Staff make effective use of interactive displays to support children's decision making and to extend their learning. They make very effective use of information from parents and other professionals to provide an approach that is familiar and complements their learning. This is especially relevant for children with particular special needs or health requirements. Children are exceptionally well mannered and show exemplary behaviour. Any conflict observed is managed by children themselves. Children show high levels of independence at snack and mealtimes. They learn to consider healthy options for snack and enjoy socialising with the older school children at lunchtime. This helps greatly with their transition into school.

Outcomes for children are outstanding

All children make extremely good progress in relation to their individual starting points. Staff successfully identify any gaps in children's learning and give extra support to help them improve rapidly. Children show high levels of understanding as they share and take turns, negotiate between themselves and have a clear sense of right and wrong. All children very effectively develop the skills they need for the next stage in their learning, including school.

Setting details

Unique reference number	317621
Local authority	Cumbria
Inspection number	847731
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	12
Number of children on roll	7
Name of provider	Ullswater Nursery
Date of previous inspection	10 October 2011
Telephone number	01768 482 383

Ullswater Nursery was registered in 1997. The nursery employs two members of childcare staff. One member of staff holds an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 6. The manager is the reception class teacher who holds qualified teacher status. The nursery operates on a Tuesday afternoon and for two full days on a Wednesday and Thursday, term time only. Sessions are from 12.30pm to 3.30pm and 9am to 3.30pm. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who have special educational needs or disability.

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