

Stone Eden Nursery School

Wheelbarrow Hall, Aglionby, CARLISLE, CA4 8AD



Inspection date

13 September 2016

Previous inspection date

7 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The key-person system is not always effective, particularly at times of change, such as when children move to the next room in the nursery. Staff caring for children do not have sufficient information about children's individual needs. Children are not fully supported to form secure attachments and develop emotional security.
- The arrangements for supervision do not support staff consistently enough to raise their teaching skills to the highest levels.

It has the following strengths

- Staff observe children and check the progress they make. This helps them to plan activities that support children's continued development and they make good progress.
- Parents share information with staff and are happy with the care and learning provided. They say they feel involved in their children's care and learning.
- Managers evaluate the provision. They gather feedback from staff and parents and respond and use their findings to make plans for future developments. Managers respond efficiently to complaints and concerns. Overall, they complete risk assessments that strengthen procedures to help ensure children are kept safe in their care.
- Managers monitor groups of children and compare their progress. They tailor educational programmes to children's needs that help them catch up in their learning.
- Children benefit from nutritious, freshly cooked meals and get lots of fresh air and exercise throughout the day. This helps to promote their physical health and well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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| ■ ensure the key-person system supports children's emotional well-being effectively, particularly during times of change, and ensure that staff caring for children have sufficient information to meet their individual needs. | 30/09/2016 |
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To further improve the quality of the early years provision the provider should:

- strengthen and enhance the arrangements for the support and supervision of staff and build on their already good teaching skills even more effectively.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took a tour of the premises and observed practice in each of the nine playrooms during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and spoke to other members of staff at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of how managers check the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers ensure there are enough staff to care for children and that the required number of qualified staff are present. However, they do not always prioritise the deployment of key persons to ensure children have consistent support to develop security and confidence. Many staff are qualified and others are working towards a childcare qualification. Overall, qualified staff share their knowledge and skills with less experienced staff to help improve their teaching skills. However, there is scope to build on the arrangements for the continuous supervision and professional development of staff. The arrangements for safeguarding are effective. Staff know what to do if they are concerned about the welfare of a child. All staff receive training in paediatric first aid to help them to deal with accidents efficiently. Partnerships with other settings and professionals help to provide a consistent approach to children's care and learning.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities that appeal to children and build on their interests. Staff encourage them to lead their own learning. For example, children in the pre-school rooms decide which activities they would like to do using a choosing board. Staff support children's communication and language development very well. For example, they use skilful questions to encourage children to talk about their ideas and model new words as they play. This contributes to the very good skills children demonstrate in this area of learning. Staff incorporate numbers and counting into activities and effectively promote children's early mathematical skills. For example, they count the number of wheels and compare the size of passing cars as they take part in an observational painting activity.

Personal development, behaviour and welfare require improvement

At the time of inspection, some parents did not know the name of their children's key person. Some members of staff were not aware who their key children were. Arrangements to share information about children's individual needs are weak. This contributes to the insecurity some children demonstrate when they move into a new room in the nursery. Children are encouraged to attempt tasks by themselves. For example, they learn to independently wash and dry their hands. Staff teach children about the similarities and differences between themselves and others. Staff praise children and encourage them to work together. They follow consistent guidance from staff and behave well. Rooms are well organised and offer children sufficient space to play.

Outcomes for children are good

Children achieve well and make good progress. Those who need additional support catch up in their learning. Children in the pre-school rooms are motivated and enthusiastic to learn. They persevere and concentrate during activities. This demonstrates a positive attitude to learning. Pre-school children learn key skills in early mathematics and literacy. For example, they recall parts of a familiar story as they take part in a hunt for a character. This helps to prepare children for more formal learning when they move on to school.

Setting details

Unique reference number	EY369897
Local authority	Cumbria
Inspection number	1072795
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	180
Number of children on roll	244
Name of registered person	David William Farrell
Registered person unique reference number	RP514756
Date of previous inspection	7 April 2014
Telephone number	01228599400

Stone Eden Nursery School was registered in 2005. The nursery employs 58 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. A further nine members of staff hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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