

Quarrybrow Nursery

Ormsgill Primary School, Mill Bank, Barrow-in-Furness, Cumbria, LA14 4AR



Inspection date	13 October 2016
Previous inspection date	1 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The managers are well qualified and have a clear vision for the nursery. They use self-evaluation successfully to develop and improve practice and provision. Managers tailor training programmes to effectively align with children's needs, staff's interests and mandatory requirements. This helps to improve outcomes for all children.
- Partnerships with parents are good. Staff share information daily about all aspects of children's care and learning. Staff provide ideas of how parents can contribute to learning at home. Parents spoken to on the day are extremely happy with the service provided.
- High priority is placed on supporting and extending children's communication skills. Staff model language skilfully and help children to learn new vocabulary. Managers and key persons work closely with other professionals to support those children who may need early intervention. Children make good progress in their learning and development.
- Children learn to manage their feelings with support from sensitive, caring staff. Positive strategies are used to manage children's behaviour, which is good.

It is not yet outstanding because:

- On occasions, staff put an end to children's play prematurely, particularly during babies' and younger children's play. This prevents them from exploring further, becoming more deeply involved and consolidating their learning experiences.
- The use of information about the assessment of different groups of children is not yet fully embedded to enable closer identification of whether any gaps in achievement between these groups are closing.

What the setting needs to do to improve further

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

- enhance babies' and younger children's learning experiences and give them more time to play, further explore and develop their own ideas
- strengthen the use of good assessment information about different groups of children and check that any gaps in achievement are closing.

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 nursery manager.
- The inspector held a meeting with the provider/manager and deputy manager. She held a discussion with the headteacher of the host school.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation, children's files, assessment, planning and evidence of the suitability of all staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took note of written feedback, taking account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff know the steps to follow should concerns about children's and staff's welfare arise. They are alert to the signs that may indicate that a child is at risk of abuse. There are robust vetting systems in place to ensure staff are suitable to work with children. Staff complete daily risk assessments of the environment, indoors and out. They teach children to identify hazards in the environment and help them learn to manage their own risks. This helps to further maintain children's safety. The majority of staff are well-qualified. Managers observe staff practice and monitoring is ongoing. Effective support, regular supervisions and continuous professional opportunities help staff to effectively develop their knowledge and skills.

Quality of teaching, learning and assessment is good

The nursery environment is bright and stimulating. Children are offered a wide range of resources to support their learning in all areas. Staff effectively observe, assess and plan for children's individual needs. Overall, they encourage babies to develop their senses and promote good communication and language. For example, books which contain different textures and colours, stimulate and interest babies as they feel and explore the pages. Two-year-old children improve their physical control when mixing and stirring during a baking activity. Staff, generally, support children to develop their imaginative skills well. Children have fun exploring in boxes, making dens, hiding and playing peek-a-boo. Children in the pre-school concentrate extremely well and develop their physical skills. They carefully create houses connected to a story they have read.

Personal development, behaviour and welfare are good

Staff support all children to become independent, including those who have more difficulty in moving around. They effectively foster children's emotional and physical well-being. Staff are sensitive to the care needs of babies. They show their attachments to staff who are close, warm and supportive. Older children are given responsibilities for helping with tasks. This helps them gain a sense of well-being and belonging. Children learn to lead healthy lifestyles. They are provided with nutritious meals that meet all dietary requirements. Outside, children explore playground equipment, play running games and ride on vehicles and bicycles. Children are supported extremely well in moving on to school. Relationships between the nursery and the host school are very positive and contribute to highly effective information sharing and partnership working.

Outcomes for children are good

Children make good progress in their learning and development, including those in receipt of additional funding and children who have special educational needs or disability. Children develop a positive attitude towards learning, helping to prepare them for starting school. Gaps in attainment are closing for those children whose starting points are lower. Children are confident and motivated to learn. Babies and younger children develop their physical skills well in the ample space available. Older children effectively develop their early mathematical and literacy skills. They acquire a good knowledge of letters and sounds and they are confident in using numbers for counting.

Setting details

Unique reference number	EY285358
Local authority	Cumbria
Inspection number	1059672
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	54
Number of children on roll	96
Name of registered person	Quarry Brow Day Nursery Ltd
Registered person unique reference number	RP908939
Date of previous inspection	1 November 2012
Telephone number	01229 829 413

Quarrybrow Nursery was registered in 2004. The nursery is attached to Ormsgill Primary School in Barrow-in-Furness. The nursery employs 21 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, five staff hold a relevant level 2 qualification and the deputy manager holds early years professional status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability.

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