

Old Vicarage Day Nursery

112 Hartington Street, Barrow-in-Furness, Cumbria, LA14 5SS



Inspection date	4 October 2016
Previous inspection date	12 May 2016

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

- Indoor and outdoor areas are well resourced. Children benefit from a wide range of exciting activities that encourage them to explore and investigate.
- Children are inquisitive and keen to learn. Communication and language skills are developed as staff listen attentively to children as they play, and encourage them to talk about what they are doing.
- Children are happy and secure. They form close bonds with staff and are confident to approach visitors and involve them in their play activities.
- Staff are sensitive to children's needs. Movement between rooms is handled well and adapted to support children's well-being.
- Children behave extremely well. They show kindness to each other and understand the need to wait for their turn and the importance of sharing.

It is not yet outstanding because:

- There is a lack of consistency across the nursery as to how observations are used to support assessment. Observations are less frequent in the baby rooms. This hinders the staff and manager in showing that assessment is accurate.
- Staff do not provide enough opportunities for children to develop an understanding of the similarities and differences between people in the wider world.

What the setting needs to do to improve further

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

- review how observations are used to support assessment in the baby rooms
- improve the curriculum to ensure that children have more opportunities to develop an understanding of the similarities and differences between people in the wider world.

Inspection activities

- Inspectors held meetings with the registered provider and manager, and spoke to children, staff and parents at appropriate times during the inspection.
- Inspectors observed the quality of teaching and its impact on children's learning.
- Inspectors conducted joint observations with the manager and staff.
- Inspectors looked at a range of documentation including information about each child, records of the progress children have made and evidence on the suitability of any person who lives or works on the premises where childcare is provided.
- Inspectors viewed the premises and resources used by children.

Inspectors

Kathryn Gethin / Joan Madden

Inspection findings

Effectiveness of the leadership and management is good

The manager has a secure understanding of how children learn and develop. This is reflected in a well-planned and resourced environment. Staff have a full understanding of their roles and responsibilities. They are supported well through supervision sessions and meetings. Trainees are mentored by qualified staff. This enables them to develop their skills as they build on their qualifications. The local authority has supported the setting over a period of time. This has been instrumental in enabling managers to review the quality of provision and set high expectations. Safeguarding is effective. As a result of recent training, staff have a reasonable knowledge of the wider aspects of safeguarding.

Quality of teaching, learning and assessment is good

Staff are good role models. They communicate well with children and give them ample time to respond to questions. For example, they encourage them to touch different textures and ask 'what does it feel like?' Assessment is used well to monitor the progress children are making. However, there is an inconsistency in how observations are used to support assessment. This is particularly the case for the younger children where fewer observations are made. Cohort tracking of different groups identifies where any gaps have emerged. Recent information shows that resources need to be targeted to support boys to develop their reading skills. Babies communicate well with staff. Where vocabulary is still limited they 'sign' to make their needs known. Overall, the curriculum provides a wide range of stimulating activities. However, there are fewer opportunities for children to learn about the similarities and differences between people in the wider world.

Personal development, behaviour and welfare are good

Children have frequent opportunities to develop their physical skills in the well-resourced outdoor area. They are particularly skilful at rolling tyres in different directions. They learn to take risks as they deftly scramble up the banking and tiptoe across wooden blocks. Children learn about the effect different types of weather has on objects in the garden area. They listen intently as staff explain how the wind helps to blow the sails of their windmills. Children make a good attempt to mimic this, as they learn to take deep breaths and blow. Children receive regular praise. This boosts their confidence and self-esteem. Good relationships with parents are in place. Staff and parents work together as they talk to each other on a regular basis. This supports children's emotional well-being.

Outcomes for children are good

All children are progressing well and are developing the key skills needed for the next stage of their learning. They initiate activities and work well together in small groups. For example, boys work as a team, sharing ideas, taking turns and making decisions as they concentrate on digging for dinosaur bones in the outdoor area. Babies develop their physical skills as they make a good attempt to grip and stack wooden egg cups. Staff are aware of when children need comfort from a dummy, blanket or toy but skilfully persuade them to remove dummies before speaking. This helps them to develop their communication and language skills.

Setting details

Unique reference number	317407
Local authority	Cumbria
Inspection number	1067815
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 - 4
Total number of places	131
Number of children on roll	176
Name of registered person	Hollingarth Limited
Registered person unique reference number	RP909631
Date of previous inspection	12 May 2016
Telephone number	01229 813 100

Old Vicarage Day Nursery registered in 1995 and is situated in the Hindpool area of Barrow-in-Furness. The nursery employs 38 members of childcare staff. Of these, 24 hold appropriate childcare qualifications. The nursery is open each weekday from 7.30am until 6pm. The nursery provides funded early education for children aged two, three and four years.

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