

Aspatia Community Childcare

Richmond Hill School, Queen Street, Aspatia, Wigton, Cumbria, CA7 3BQ



Inspection date

1 November 2016

Previous inspection date

7 November 2013

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

- Staff know children's interests, current skills and abilities. They regularly observe and assess children's development and provide activities and experiences to engage and motivate them. Children make good progress.
- Staff work closely with parents, who are complimentary about the setting and staff team. There is a good two-way flow of communication and information sharing, supporting continuity in children's care and learning needs.
- Children behave very well. They listen well to staff's instructions and show they understand the rules of the setting as they happily follow the routine of the day. Staff manage disagreements between children swiftly and effectively.

It is not yet outstanding because:

- The arrangements for the supervision of staff, in particular, performance management, are not sufficiently rigorous. These processes do not yet provide the manager with incisive evaluation that informs a focused programme of professional development to drive forward the quality of teaching to an even higher level.
- Staff do not consistently seek precise information from other early years settings children attend to help achieve a more collaborative approach to children's learning.
- Some of the print displayed in the environment does not support children effectively with practising writing as part of their literacy development. For example, different fonts are used. This can be confusing for children and is not consistent with their learning across the settings they attend.

What the setting needs to do to improve further

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

- build on current arrangements for staff supervision to inform a more in-depth programme of performance management that leads to targeted professional development and raises teaching to an even higher level
- enhance partnerships with other settings and promote more regular and direct information sharing with those involved in the care and development of the children, to provide greater continuity in their learning
- ensure that the written displays in the environment provide children with a consistent approach to their learning, specifically in support of their literacy skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with one of the managers of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and deputy of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers ensure staff are vigilant and understand the procedures to protect children's welfare. For example, all staff receive relevant training and are regularly updated via staff meetings and informative displays. There are thorough recruitment procedures in place to ensure that staff are suitable to work with children. Staff carry out regular risk assessments indoors and outdoors. These are successful in reducing hazards. The manager monitors children's progress well and is able to swiftly identify emerging gaps in learning. Self-evaluation is used as an ongoing process to help staff reflect upon areas that can be improved. The views of parents, children and early years professionals are used to inform targeted plans for improvement.

Quality of teaching, learning and assessment is good

Children show good levels of engagement during their play and benefit from the effective balance of adult-led and child-initiated play. The high ratio of staff enables staff to engage well with children and ensure they are provided with positive levels of interaction. Children use good imaginative skills as they pretend to prepare for a birthday party. They use the play equipment correctly and draw upon their experiences from home. For example, children are seen adjusting the buttons on the oven, placing pans on the hob and pretending to talk on the phone. Staff join in sensitively with children's play ideas, asking questions about the party and what the children are making. Outside, children thoroughly enjoy exploring the leaves and other sensory items. Staff use a good narrative, helping to develop children's vocabulary in context.

Personal development, behaviour and welfare are good

Children arrive happy and display feelings of security and firm attachments with staff as they confidently leave their parents or carers, eager to join in with activities. The small-group size and good support children receive from staff have a positive impact on children's emotional and physical well-being. There are currently no babies on roll but the setting has in place an effective key-person system and appropriate resources and equipment to support babies. Staff are good role models, helping children to treat each other with respect and cooperate during play. Children demonstrate a firm understanding of safety. For example, outside, children use excellent risk assessment skills as they mount the climbing wall and use their balancing skills to arrive safely at the top. Staff support children's interest in healthy eating from a young age, through fun and food-related activities. For example, all children enjoy making fruit kebabs. This novel way of serving fruit successfully supports children's enjoyment of healthy eating.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age and make good progress over time. Older children become confident communicators and use a wide vocabulary. Younger children quickly develop good social skills and mix well with their peers. Children begin to learn the language of feelings and have opportunities to learn about people and communities beyond their immediate experience. Children learn the skills they need for their future learning and in readiness for school.

Setting details

Unique reference number	EY339883
Local authority	Cumbria
Inspection number	1064912
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	1 - 3
Total number of places	24
Number of children on roll	42
Name of registered person	Aspatria Community Initiatives Ltd
Registered person unique reference number	RP526465
Date of previous inspection	7 November 2013
Telephone number	016973 23567

Aspatria Community Childcare was registered in 2006. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5pm. Sessions are flexible within this time. The nursery provides funded early education for two- and three-year-old children. In total, seven staff work with the children, all of whom hold relevant early years qualifications.

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