

Furnace Barn Day Nursery

Furnace Barn, Foundry Lane, Halton, LANCASTER, LA2 6LU



Inspection date

10 November 2016

Previous inspection date

3 April 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

- The registered provider and her manager are highly qualified, experienced and knowledgeable early years practitioners who have a clear vision of quality and a drive for continuous improvement. They actively seek and act upon the views of staff, parents and children and ensure that high standards of care and education are maintained.
- Teaching is very good. Staff are well qualified and have a very good understanding of child development, learning styles and teaching methods. They plan fun and engaging learning experiences which build on children's interests and help them all progress well from their starting points.
- Children behave extremely well. Staff are excellent role models who help children understand and manage their feelings and show empathy and kindness to their peers. Children play cooperatively and build strong friendships.
- Robust systems are in place for the recruitment, selection, induction and monitoring of staff. Continued professional development provides many opportunities for staff to extend their skills and knowledge further. Staff also work in very effective partnerships with colleagues from other settings and share good practice.
- Staff gather information from parents to help assess children's attainment and progress. Parents effectively support children's learning at home.

It is not yet outstanding because:

- Children's individual progress is monitored extremely well, however staff are not yet making the best use of assessment information to track the progress and needs of groups of children.
- Self-evaluation systems are not focused enough on assessing the impact of changes to practice on outcomes for children.

What the setting needs to do to improve further

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

- strengthen the monitoring of groups of children and more closely focus planning to help them make the best possible progress
- enhance self-evaluation systems and assess the impact of changes to practice on outcomes for children.

Inspection activities

- The inspector had a tour of the setting.
- The inspector undertook a joint observation with the registered provider.
- The inspector spoke to the registered provider, manager, staff, parents and children during the inspection.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation including, children's records, policies and procedures, self-evaluation systems, suitability checks and qualifications.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are very knowledgeable about their role to protect children and know the signs of abuse and neglect. They are clear about the action they would take if they had concerns about a child's welfare or development and they supervise children closely at all times. Policies and procedures are evident in practice and children are taught how to assess risks as they play. Staff use regular observations to accurately assess children's attainment. Gaps in learning are addressed with sharply focused teaching and support. Staff are committed to working in strong partnerships with other settings, schools and health and educational professionals. They share and gather vital development information to help children progress well as they move between learning environments.

Quality of teaching, learning and assessment is good

Staff skilfully extend children's play. Role play using cardboard boxes, leads to work around homes and people who are homeless. Children show compassion and consideration for the needs of others as they talk about what foods sustain people living on the streets. Older children carefully used a range of tools to peel and chop vegetables as they prepare to make soup. Children are extremely well supported to develop communication and language skills. Staff use a rich range of words to extend children's growing vocabularies and to help them make sense of the world. Stories, rhymes and songs are used well with the youngest children to help them experience rhythm and beat. Outside, children move rain water with brushes and make marks with chinks and other natural materials. This promotes children's physical development, helps strengthen their muscles and prepares them for more controlled writing. A range of high-quality resources, including electronic fiction and non-fiction texts is used to promote early reading skills and broaden children's interests.

Personal development, behaviour and welfare are good

Parents appreciate the individualised help their children receive to ensure that they settle and feel safe when they start in the setting. Staff follow care routines and provide children with a developmentally appropriate, warm and welcoming environment for learning. Children develop a very good understanding of how to live healthy lifestyles. Staff ensure that children eat healthy meals and have access to drinks to remain hydrated. This helps children be at their best for learning. Children can choose to spend long periods of time in the highly stimulating outside spaces. They learn about the natural world and experience all types of weather. Children build strong, trusting relationships with staff, who are sensitive to their changing needs. They provide a range of sensory materials and softly lit spaces to help children feel calm, relax, rest and sleep if they need to.

Outcomes for children are good

All children make at least good progress. Staff use funding wisely to improve outcomes for children. Children develop positive attitudes to learning and are keen to try new experiences. They are extremely well supported to gain the confidence, independence and resilience needed to cope well with school or the next stage in their learning.

Setting details

Unique reference number	EY454577
Local authority	Lancashire
Inspection number	1066404
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 - 5
Total number of places	29
Number of children on roll	70
Name of registered person	Furnace Barn Nursery Limited
Registered person unique reference number	RP907631
Date of previous inspection	3 April 2013
Telephone number	01524811811

Furnace Barn Day Nursery was registered again in 2012, it is privately owned and is situated in Halton near Lancaster. The setting employs nine members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, five at level 3 and one at level 2. The registered provider is a qualified teacher. The setting is open from 7.30am to 6pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

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