

# Howgill Family Centre

Howgill Family Centre, Birks Road, CLEATOR MOOR, Cumbria, CA25 5HR



## Inspection date

29 November 2016

Previous inspection date

9 June 2014

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 recently appointed manager focuses on achieving the highest standards of care and education for all children. She seeks the views of other professionals, staff, parents and children to help her drive forward her plans for development.
- The manager is a knowledgeable and experienced early years practitioner. She works closely with her well-qualified staff team to ensure that all children progress well from their starting points.
- Teaching is good. Staff use a range of teaching strategies to meet children's individual learning styles and to help them to develop skills, knowledge and understanding of the world around them. Parents know what their children can do and how to support their home learning.
- Children's behaviour is excellent. They form strong emotional bonds with staff who help them to try new experiences, make choices and lead their own learning. Children develop confidence from this secure base and know they can go to staff for reassurance, help or a comforting cuddle if they need it.
- Children are well supported when they start in the setting. Staff work closely with parents to follow children's care routines. Their flexible settling-in arrangements and homely environment help children to feel comfortable and secure.

### It is not yet outstanding because:

- Continued professional development is not yet sufficiently focused on raising the quality of teaching to the highest level possible.

## What the setting needs to do to improve further

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

- seek professional development opportunities for staff to raise their teaching to the highest level.

### Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to the setting managers, staff, parents and children and linked health professionals during the inspection.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation, including children's records, policies and procedures, risk assessments, training and development records, qualifications and evidence of suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a very good understanding of their role to protect children and know what to do if they have any concerns about their welfare or development. They are vigilant as children play and ensure the setting is secure and free from hazards. Children are well supported to learn about dangers and how to keep themselves safe and healthy. Staff talk about safety as children use tools, equipment and materials. Policies and procedures reflect practice and are shared with parents. Good systems are in place for the safer recruitment, induction and supervision of staff, who are keen to develop their knowledge further. They work in very strong and highly effective partnerships with other professionals and settings to meet the needs of children and families. Children's progress is tracked and helps staff to plan for gaps in learning. They quickly seek help for children who need it.

### Quality of teaching, learning and assessment is good

Observation, assessment and planning systems are good. Staff track children's progress to highlight any gaps in their learning or specific needs, which are quickly addressed. Staff plan fun activities which interest and engage children. Older children make marks and form letters in shaving foam enthusiastically. Staff provide a range of materials and objects for children to use in the foam. They describe the play, naming objects and actions to help children to extend their vocabulary further. This promotes good communication and language development. Younger children investigate cause and effect toys and staff show them what to do and provide clear instructions for them to follow. Children show good control as they work together to push, pull and wind toys. Staff count, use the language of position, size and shape as children play. This helps children to become familiar with and understand mathematical terms.

### Personal development, behaviour and welfare are good

Staff provide a developmentally appropriate learning environment for children, inside and outdoors. Children are keen to spend time playing outside, challenging themselves physically and learning about the natural world. Staff help them to develop a belief in their own abilities, praising older children and they put on their coats and become increasingly independent. Children help to organise plates and cups at snack time, and serve themselves drinks. Nurturing these abilities means they become less reliant on adults. Staff help children to understand about a balanced diet. Children are provided with a variety of healthy snacks and regular drinks to keep them sustained and ready to learn. Staff help children to develop good hygiene routines. Staff manage this well for the youngest children, talking to them as they clean their hands for mealtimes. Older children learn how to take responsibility for self-care.

### Outcomes for children are good

Children are making good progress across all areas of learning. Those children who have special educational needs and disabilities are particularly well supported. Funding is used wisely to improve outcomes for children. Staff help children develop the skills and confidence they need to cope well with school or the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY284918
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1060914
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Howgill Family Centre
<b>Registered person unique reference number</b>	RP905147
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	01946 817900

Howgill Family Centre was registered in 2004 and is situated in Cleator Moor, Cumbria. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and five staff hold qualifications at level 3. The setting opens from 7.30am to 6pm on Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs and disabilities.

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