

Frizington Nursery School

Main Street, Frizington, Cumbria, CA26 3PF



Inspection date

6 January 2017

Previous inspection date

11 July 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

- Leaders and managers are totally committed to raising the quality of care and education for all children. Managers and staff are reflective practitioners. They regularly set and review actions to help ensure outcomes for children and families have a positive impact.
- The well-qualified staff team has a good understanding of how children learn through play. They effectively assess children's progress based on discussions with parents and accurate observations of children at play on entry. Children make good progress in preparation for moving on to nursery and school.
- Partnerships with parents are very strong. Staff use a wide variety of strategies to engage parents in their children's learning. Parents comment on how they are effectively supported in helping their children to learn and develop skills at home.
- Staff use their skills successfully to support children in managing their feelings and behaviour. Children are provided with clear and consistent boundaries and helped to understand what is right and wrong.
- Links with the host school and other providers are extremely good. Communication is effectively conveyed between settings to ensure children's needs continue to be met.

It is not yet outstanding because:

- On occasions, staff do not fully promote younger children's imaginative skills or encourage them enough with improving their self-care skills.
- Staff provide good narratives during play and ask some pertinent questions. However, on occasions, they do not always give children time to think and respond to questions, promoting speech and language skills to the highest levels.

What the setting needs to do to improve further

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

- provide more opportunities to extend younger children's imaginative skills and further support them with improving their self-care skills
- give children more time to think and formulate answers when asking them questions and further support development of their language and communication skills.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed children and talked to them as they played in the main play areas.
- The inspector spoke with the nominated person, manager, staff and parents at appropriate times during the inspection. She took all their views into consideration.
- The inspector carried out a joint observation with the nominated person.
- The inspector reviewed documents, including safeguarding, recruitment, staff monitoring procedures and children's files.
- The inspector checked evidence records of the suitability and qualifications of managers and all staff working in the nursery.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recruitment is robust and leaders monitor staff performance closely. Regular supervision meetings ensure that staff are aware of all procedures to help keep children safe and well protected. Managers and staff are clear in their explanations of what to do should they have any concerns about a child's welfare. Continual professional development is managed well. Training is well attended, with any new knowledge and developments communicated effectively between all staff members. Links with other providers enable successful sharing of good practice. Furthermore, managers give staff individual responsibilities, which motivates them to research and implement new and innovative methods into nursery practice.

Quality of teaching, learning and assessment is good

Staff help children to build their knowledge and skills based on what they can already do. They successfully observe children at play and note their responses in different situations. Overall, children have opportunities to repeat activities and practise their skills, helping to consolidate their learning. Babies and younger children enjoy activities that stimulate their senses. Staff encourage them to explore baked beans in a tray. Children taste the beans, smiling and exploring further. They develop their hand-to-eye coordination, using their hands and other implements to mix and stir. Staff provide activities to help older children develop a good understanding of the different and diverse ways in which other people live. Children are introduced to new and different ways of eating, such as using chopsticks. Staff provide good, clear explanations and use books to enhance children's learning.

Personal development, behaviour and welfare are good

Children's emotional well-being is fostered well and they develop strong attachments with their key person. Children have access to a wide range of activities and stimulating experiences that they can freely and independently source. Older children find the large sand and water area enticing. They happily and confidently explore the areas with relish. During snack time, they are encouraged to make independent choices and apply spread onto their crackers. Older children are given encouragement to persevere when putting on their own coats and boots before playing outside. However, younger children are not always given the same encouragement as they play at taking off and putting on their shoes. Staff are good role models and successfully teach children about the effect exercise has on their bodies. Children learn about healthy lifestyles and are taught to develop a good understanding of hygiene standards.

Outcomes for children are good

Children make good progress and any gaps in their development are steadily improving. They are emotionally and physically prepared for moving on to their next stage in learning. Children are self-motivated and confident. They have plenty of space to play indoors and outside. Children enjoy singing and experimenting with musical instruments. They engage well in activities linked to everyday experiences and beyond. For example, children explore cars, trains and animals, including those that live in the wild.

Setting details

Unique reference number	EY221560
Local authority	Cumbria
Inspection number	1060913
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	26
Number of children on roll	38
Name of registered person	Frizington Nursery School Governing Body
Registered person unique reference number	RP903346
Date of previous inspection	11 July 2013
Telephone number	01946 810 846

Frizington Nursery School was registered in 2002. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including the nominated person, who holds qualified teacher status. The nursery opens from Monday to Friday, 50 weeks of the year. Sessions are from 7.30am until 5pm. The nursery provides funded early education for two- and three-year-old children.

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