

# Howgill Family's Centre's Valley

South Whitehaven Children's Centre, Whinlatter Road, Whitehaven, CA28 8DA



<b>Inspection date</b>	10 January 2017
Previous inspection date	7 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 setting is led and managed by a skilled, knowledgeable and well-qualified management team. There is a strong focus on the continued improvement of the setting and raising outcomes for children. Reflective practice is well embedded within the staff team, which along with the views of parents and children, contributes to improvement plans.
- Children are confident to carry out tasks and develop a good level of independence from a young age. They help to prepare their snack as they help to set the table and independently spread toppings on their toast.
- Managers and staff continually strive to establish effective partnerships with parents. Parents are kept very well informed of their children's progress and are supported to continue learning at home. There is a good two-way flow of communication in place, further fostering good relationships.
- Staff plan well for children's learning. They accurately assess observations made of children's learning and use this information to identify next steps and a range of activities. Children make good progress.

### It is not yet outstanding because:

- Occasionally, staff do not give children sufficient time to think and answer the questions they ask them.
- Current training opportunities for staff are not yet sufficiently embedded to help raise teaching to the highest level.

## What the setting needs to do to improve further

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

- enhance questioning skills that give children sufficient time to think and answer the questions they are asked
- embed professional development opportunities for staff that help to raise teaching to the highest level.

### 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 the manager 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 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 documents, including self-evaluation, and policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant and have a secure knowledge of the procedure to follow should they have concerns regarding a child's welfare. Robust recruitment, vetting and induction procedures help to ensure children are cared for by suitable adults. Systems of support for staff are in place, for example, supervision and appraisals. Children's progress is monitored closely. The manager is able to identify any emerging gaps in children's learning and implement support where necessary. Staff work well with other professionals involved in the care and development of the children. Regular information sharing helps to ensure the needs of the children are well known and met.

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

Well-qualified staff spend time interacting with children and, generally, use their teaching skills well to support and extend children's learning. For example, children enjoy play with animals in shaving foam. Staff use a good narrative and support children's developing vocabulary well. Staff extend the activity effectively, modelling ways to make marks in the foam using the animals' footprints and their fingers. Children delight in the patterns they make and begin to develop good emerging writing skills. Children confidently explore the outdoor area. They negotiate space well as they steer wheeled cars around objects and other children, helping develop their physical skills. They enjoy exploring the natural environment and show an interest in a spider's web. Staff engage children further, suggesting they use the magnifying glasses to explore the web in more detail. This helps support their understanding of the world. Children show great enthusiasm and invite their peers to join in, showing excellent social skills.

### Personal development, behaviour and welfare are good

Staff build warm relationships with children who settle well. This helps promote their well-being and their confidence to explore. Children behave particularly well and develop an excellent understanding of the rules and positive social behaviours from a young age. They learn to share, take turns and begin to manage their feelings and own behaviour well. Children use tools safely and develop good safety awareness. For example, they learn how far up the steep verge outside they can safely play, supported by staff as they explore how slippery the surface is. Children are supported to develop good hygiene routines from a young age. They wash their hands before snack and engage in conversations with staff around the importance of clean hands. The environment is rich in diversity. There are interesting displays around the setting showing images of children and families from around the world. These help children learn about difference.

### Outcomes for children are good

Children are confident and motivated learners. They show persistence during activities and show great satisfaction in achieving a goal. Staff encourage children to listen, understand and become confident talkers. Children are developing the necessary skills for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY453508
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1066326
<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>	2 - 2
<b>Total number of places</b>	20
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Howgill Family Centre
<b>Registered person unique reference number</b>	RP905147
<b>Date of previous inspection</b>	7 March 2013
<b>Telephone number</b>	07827944739 or 07825081954

Howgill Family's Centre's Valley has been registered since 2012. The setting opens Monday to Friday, term time only. Sessions are from 9am until midday. The setting employs three members of staff, all of whom hold appropriate early years qualifications. The setting provides funded early education for two-year-old children. The setting also operates a holiday club. Operation times depend on the needs of the families.

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