

College House Day Nursery

College House Day Nursery, College House, Howard Street, BARROW-IN-FURNESS,
Cumbria, LA14 1NB



Inspection date

25 January 2017

Previous inspection date

9 April 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The management team has a limited understanding of some aspects of safeguarding. They are not alert to what may cause a person to be disqualified and therefore do not implement robust procedures to ensure the ongoing suitability of staff. This poses a risk to children's safety and welfare.
- Teaching is not always sufficiently differentiated to provide precise support and challenge for the different ages of children in each room, particularly for the babies and young toddlers.

It has the following strengths

- There is a strong focus on encouraging parents to be involved in their children's learning. There are various opportunities for parents to contribute to their children's learning and ways to support learning at home. Partnerships with other settings and professionals are equally well established. Children benefit from the collaborative approach the nursery takes to their learning and development.
- Children who have special educational needs and disabilities are supported well. The firm partnership working means all those involved are aware of the needs of the children and advice from professionals is effectively threaded into individual plans.
- Children's progress is subject to monitoring. Systems of tracking and identifying emerging gaps help the manager to implement additional support where it is needed. Children make good progress in their learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- improve knowledge of safeguarding with regards to all aspects of disqualification. 01/02/2017

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

- use more precise differentiation of teaching that supports the individual development needs of the age range of children in each group, particularly in the baby room.

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 documentation, including self-evaluation and policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The management team fails to ensure the ongoing suitability of all staff members to work with children. This compromises children's welfare. However, all staff do have Disclosure and Barring Service checks. Furthermore, staff have a sound understanding of other safeguarding issues. They are aware of the procedures to follow in the event of any concerns. There is a good focus on providing staff with support. This includes supervision and performance management. The quality of teaching and practice is monitored well. Managers complete regular observations and demonstrate the capacity to identify areas to improve in staff's teaching. Staff are well qualified and have regular training opportunities. As a result, teaching is good, overall. The manager identifies some other areas for improvement, taking account of the views of staff, parents and children.

Quality of teaching, learning and assessment is good

Staff accurately assess observations made of children's learning and use this information to identify next steps in their learning and to plan a range of activities. Babies and young children enjoy time in the sensory room. They use their emerging physical skills well to manoeuvre over the large, soft bricks. They enjoy building with large blocks and are supported well by staff, who use a good narrative to encourage children's communication skills. However, during some interactions, teaching is not always entirely well matched to the age and stage of the children, particularly those in the baby room. Older children engage in role play and use excellent imaginative skills. Staff join in sensitively with their ideas, asking well posed, open-ended questions to challenge children's thinking further. Children who speak English as an additional language receive good support and enjoy opportunities to play and learn in their home language.

Personal development, behaviour and welfare are inadequate

The welfare of children is not secure. The management team has not ensured that the ongoing suitability of staff is assured. However, the manager and her staff team place a high priority on supporting children's emotional and physical well-being. Staff working with the youngest children are warm and nurturing. They use information from parents well to help children to settle in smoothly. As a result, children are happy, confident and enjoy positive attachments with key persons. Children behave particularly well. They develop excellent social skills that support them in playing cooperatively with their peers. Children enjoy healthy snacks and meals. They talk about the effects of healthy eating on their bodies and ways to grow strong. Children use good risk assessment skills outside. They navigate around obstacles and are careful not to bump into one another.

Outcomes for children are good

Children make good progress in their learning. They are keen, motivated learners who maintain focus on their activities for sustained periods of time. Children develop key skills and knowledge, in readiness for school. They develop early writing skills and hold large brushes to make marks on the fence with water. They use mathematical language during sand play and become confident and articulate communicators.

Setting details

Unique reference number	EY403900
Local authority	Cumbria
Inspection number	1060946
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	63
Number of children on roll	79
Name of registered person	College Day Nursery Limited
Registered person unique reference number	RP529464
Date of previous inspection	9 April 2014
Telephone number	01229 837546

College House Day Nursery was registered in 2010. The nursery employs 15 members of childcare staff. All staff hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and disabilities and those who speak English as an additional language.

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