

<b>Inspection date</b>	24 January 2017
Previous inspection date	24 February 2014

<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

- Staff are well qualified. The quality of their teaching is good. Practice is particularly strong when staff with higher-level qualifications support younger children's learning, including those who are in receipt of funding.
- Staff make precise assessments of children's learning. This information is used well to plan challenging activities that support children to make progress. Good systems keep parents informed of their children's learning and they are encouraged to support this further at home.
- Effective measures are in place to ensure the nursery building is safe and suitable for children. Risk assessments are completed and reviewed.
- Staff involve children in agreeing codes of behaviour. This helps them to become aware of boundaries and behavioural expectations in the nursery.
- The manager and her deputy monitor the educational activities well. This ensures the experiences provided accurately reflect children's interests and stage of development.
- Strong partnerships with local schools support children's emotional well-being and provide continuity in their learning.

### It is not yet outstanding because:

- The quality of teaching is not observed well enough in practice to offer constructive feedback to staff about ways in which they can improve to an outstanding level.
- Improvements that have been made to teaching have not been evaluated well enough to determine the impact that these changes are having 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 systems for the monitoring of staff practice to help raise the quality of teaching to an even higher level
- enhance self-evaluation processes and identify more clearly the improvements that have been made to teaching and their impact on children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy nursery manager.
- The inspector held a meeting with the nursery manager, deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the premises.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff, including those new to the nursery, have a comprehensive understanding of child protection issues. They know how to respond and who to contact should they have any concerns about a child's welfare. Staff are supported generally well in the nursery. Clear induction procedures are in place, which help new staff to become familiar with their role and responsibilities. Most aspects of supervision are implemented effectively. Staff embark upon training opportunities to improve some aspects of their teaching, although, the impact of this on children's learning is not evaluated consistently. Procedures for reviewing children's progress are generally good. The manager analyses children's assessment information, which helps to identify areas where individuals or specific groups of children require further intervention from themselves or other professionals to support their progress.

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

Staff place strong emphasis on helping children to develop their communication and language skills. Babies and very young children babble as they move around their room. Staff interact well with them, getting down to their eye level and trying to tune in to the communication of babies. Older children are supported equally well, including those who speak English as an additional language. Staff use effective strategies, such as, questioning and allowing children time to think about what they want to say before responding. Excellent use is made of the outdoor environment to support children's learning. Children engage well with the wide range of exciting activities staff plan for them, such as mixing concoctions of mud and leaves in the 'potions lab'. They maintain focus on activities for sustained periods of time and become deeply involved in their learning, promoting their progress well.

### Personal development, behaviour and welfare are good

Relationships between staff and children are strong throughout the nursery. Comments made by parents during the inspection show that children are happy to attend and enjoy the time they spend there. High levels of care are provided, especially when babies are present. Staff respond warmly to their emotional needs and ensure they provide continuity in routines, such as sleeping preferences and feeding. Staff help older children to gain confidence and they develop into motivated, eager learners. They keep children safe at all times and ratios of adults to children are maintained. Children develop an awareness of safety when they access areas, such as the outdoor environment. They manage risks confidently and enjoy active and exuberant activities in all weathers. This supports children's physical health very well.

### Outcomes for children are good

Children make good progress in their learning and many make progress that is better than good. They develop the key skills they require when they go to school. Children develop early writing skills outdoors. They confidently use pens to draw members of their family on note paper and proudly show their efforts to staff. Children's mathematical skills are supported when they count how many building bricks they have when making models.

## Setting details

<b>Unique reference number</b>	EY406917
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1060951
<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 - 10
<b>Total number of places</b>	69
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Sedgwick Nurseries Limited
<b>Registered person unique reference number</b>	RP902263
<b>Date of previous inspection</b>	24 February 2014
<b>Telephone number</b>	01228 573111

Crosby Nursery was registered in 2010. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm and include after school care. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

