

Inspection date	3 February 2017
Previous inspection date	24 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

- The management team is committed to achieving high-quality provision. The culture of reflective practice is evident through all the nursery's practice, policies and procedures. This contributes to successful continuous improvement.
- Partnerships with parents, carers and other professionals are particularly strong. Parents are provided with a wealth of information to help them feel welcomed and involved. Staff ensure parents are fully informed about their children's progress in care and learning.
- The indoor and outdoor spaces are very stimulating, vibrant, inviting and exciting for children. Children develop their skills and understanding across all areas of learning. They make good progress in relation to their starting points on entry to the nursery.
- Overall, the quality of teaching is very good. Staff are well qualified and use their deep knowledge of child development and how children learn to meet their individual needs.
- Children's behaviour is very good. Staff use positive behaviour management strategies, such as praise, encouragement and distraction. Older children take responsibility for managing their own behaviour and learn to help younger children manage their feelings.

It is not yet outstanding because:

- Although managers monitor staff performance, observations of staff practice do not yet focus precisely on evaluating how staff can improve their teaching to an outstanding level.
- On occasions, staff do not provide children with high levels of challenge based on their individual interests at that moment in time.

What the setting needs to do to improve further

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

- strengthen the already good systems in place for observing the quality of teaching and support staff even further to help them raise their practice to outstanding levels
- focus more precisely on providing greater levels of challenge that help children make even more rapid progress.

Inspection activities

- The inspector had a tour of the premises inside and out.
- 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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, discussed self-evaluation and checked evidence records of the qualifications and suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers have completed advanced training as designated safeguarding officers. They are experienced in their role and know the procedures to take should they have concerns about a child's welfare. Staff are knowledgeable and confidently explain the nursery safeguarding policy and procedures. Recruitment of staff and students is robust. There are effective induction procedures in place which contribute to the safe and efficient management of the nursery. Managers ensure that training and professional development opportunities have a positive impact on outcomes for children. They use supervision meetings and appraisals effectively to discuss any specialist areas that staff are interested in which inform further training.

Quality of teaching, learning and assessment is good

Overall, staff observe children sensitively and respond appropriately to encourage and extend their curiosity and learning. Staff provide a wealth of mathematical opportunities for children. Children stay focused and engaged as they explore rice and lentils and filling and emptying containers. Older children excitedly jump as far as they can and count how many steps it takes them to get to their marker. They learn how to gather data and staff involve them in plotting their findings onto a graph. Staff encourage children to thread pasta shapes onto dried spaghetti, helping them develop their hand-to-eye coordination. Young babies enthusiastically explore the range of natural baskets containing sensory materials and toys. Older babies find great delight in splashing in water and exploring plastic ducks. Staff sing and hide the ducks one by one. This excites children and makes them laugh as they seek out the missing ducks.

Personal development, behaviour and welfare are good

Children have access to various activities and resources to help them learn about other people and their communities. For example, they take an active part in cultural events and visit places and people within their local area. Babies and children settle extremely well with their key persons. Strong attachments are soon forged with caring and sensitive staff who effectively foster children's physical and emotional well-being. Children and families learn about the importance of healthy eating and taking regular exercise. Bright, interesting displays are available for parents to see and learn about the benefits of adopting healthy lifestyles.

Outcomes for children are good

All children make good progress in their learning and development. This includes children who are in receipt of funding and those children who have special educational needs and disabilities. Children are well prepared for their next stage in development and for their move on to school. Babies develop their senses well as they play, delighting in exploring the environment. Toddlers start to develop their imagination and make connections from home, for example, using mobile telephones. Older children are confident, enthusiastic and self-motivated. They are polite and well mannered with good social skills. They show a desire to read, write and eagerly develop early mathematical skills.

Setting details

Unique reference number	EY356525
Local authority	Cumbria
Inspection number	1064998
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 - 11
Total number of places	26
Number of children on roll	67
Name of registered person	Julie Anne Dickinson
Registered person unique reference number	RP906787
Date of previous inspection	24 July 2013
Telephone number	01946728077

PJ's Nursery was registered in 2007. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 5pm. 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.

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