

Inspection date	12 December 2016
Previous inspection date	16 December 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider does not have robust systems in place to ensure that all committee members are suitable for their role. Ofsted have not been provided with the necessary details of each individual so that suitability checks can be completed.
- Children do not always have the opportunity to bring their play to an end.

It has the following strengths

- Children develop a wealth of skills during their play, particularly outdoors. The environment provides highly enabling conditions for rich and purposeful play. For example, children become deeply engrossed in digging activities, exploring the fallen leaves, making marks with water and brushes, and using a range of wheeled toys.
- Staff are well qualified and know children's interests, current skills and abilities. They regularly observe and assess children's development and provide activities and experiences to engage and motivate them. Children make good progress in their learning.
- Staff work in close partnership with parents from the very beginning and share a wide range of information regularly. Parents contribute to initial assessments and are encouraged to share information and observations from home through the nursery's 'wow' board. Partnerships in place with other early years settings are equally well established.
- Children behave particularly well and use very good manners. They develop wonderful friendships and play cooperatively with both their older and younger peers.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ provide Ofsted with the required information to enable them to carry out suitability checks on all members of the committee. | 30/12/2016 |

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

- enable children to bring their play to an end before moving on to the next activity.

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.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- 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 policies and procedures and the self-evaluation document.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management requires improvement

Two members of the committee have not provided Ofsted with the information they need to carry out further checks that ensure that they are suitable for their role. Furthermore, the provider has failed to ensure this has been completed. However, one of these members is also a member of staff and has undergone internal vetting procedures. Furthermore, all committee members have obtained Disclosure and Barring Service checks. This minimises the impact on children's welfare. The manager carries out regular supervision meetings to help ensure that staff performance is monitored and to identify any training needs. Staff contribute to the monitoring of the provision, for example, they participate in peer observations and monitor their own planning outcomes. Overall, systems of self-evaluation help to bring about positive changes to the nursery. The manager monitors children's progress well. The arrangements for safeguarding are effective. All staff have a firm understanding of safeguarding issues. They are well versed in the procedures to follow in the event of a concern regarding a child's welfare. Ratios are maintained at all times. Staff are well deployed and provide good supervision. Accident and incident records are accurately kept.

Quality of teaching, learning and assessment is good

Staff show they have high expectations of children and support their learning well through strong teaching. Children enjoy ball games outside. Staff enthusiastically join in with children's play, sensitively and effectively extending learning and facilitating challenges. For example, they encourage more capable children to try and aim their balls through a hoop, then to aim for above the hoop, setting further challenge. Babies and young children enjoy sensory play. They explore with bubbles and different fabrics. Children's communication and language skills are promoted well. Staff model babies' emerging speech. They repeat and introduce new words to extend their vocabulary.

Personal development, behaviour and welfare are good

Well considered lighting throughout the nursery helps to create a calm and nurturing atmosphere where children feel relaxed and at ease. Staff are attentive to children's needs, firmly supporting their emotional and physical well-being. Children enjoy positive attachments with their key person, providing a strong foundation for their confidence to explore and learn. Children demonstrate an excellent understanding of safety. For example, they warn others not to use the bridge in the garden as it is slippery and they could fall. Children enjoy a healthy snack and lunch menu and have daily access to the outdoors where they can enjoy fresh air and exercise.

Outcomes for children are good

All children make good progress from their starting points. Children demonstrate excellent creative and flexible thinking. For example, they enlist the help of their peers to carry heavy objects. Children quickly become confident communicators and use a wide vocabulary to express their thoughts. Children celebrate each other's differences as they develop an understanding of diversity beyond their own family. Children learn the skills they need for their future learning and in readiness for school.

Setting details

Unique reference number	EY382153
Local authority	Cumbria
Inspection number	1060940
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	33
Number of children on roll	53
Name of registered person	Beckermat Playschool and Toddler Group Committee
Registered person unique reference number	RP904777
Date of previous inspection	16 December 2013
Telephone number	01946 841941

Beckermat Nursery is a committee-run setting and has been registered since 2008. Sessions run from 7.30am to 5.30pm Monday to Thursday and from 7.30am to 5pm on Fridays, all year round. The nursery employs 10 members of staff, eight of whom hold relevant early years qualifications, including the manager who holds level 6. The nursery provides funded early education for 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.

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