

# Houghton Nursery Group

Houghton Nursery Group, Jackson Road, Houghton, Carlisle, Cumbria, CA3 0PA



<b>Inspection date</b>	21 November 2016
Previous inspection date	28 November 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

- Staff provide a safe, secure and stimulating environment. They know the children well and mostly gather good information about their individual needs before they start nursery. Children develop strong bonds and close relationships with their key persons.
- Staff skilfully check children's progress. They clearly identify any gaps in development and produce the next steps in their learning. Staff plan activities that meet children's interests and enhance their skills. All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, are making good progress in their development.
- Children are well behaved. Staff provide clear explanations to help children to know exactly what is expected of them. Children are polite and learn good manners. They play cooperatively together and learn to share and take turns.
- The manager and staff team demonstrate a good understanding of their role. They continue to have high expectations for the nursery provision and they accurately and continuously identify priorities for improvement. Staff work closely with other settings and other professionals working with the children to provide continuous support in their development.

### It is not yet outstanding because:

- Occasionally, during some activities, staff do not fully promote opportunities with the children to enhance their thinking and problem-solving skills.
- Staff do not fully encourage parents to share information about their children's learning and development at home.

## What the setting needs to do to improve further

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

- enhance teaching skills that encourage children to think even more about what is taking place during activities and to find solutions to achieve their desired result
- build on the already good partnerships established with parents and help them share information about what their children learn at home.

### 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 had a tour of the whole nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at all relevant documentation, such as the policies and procedures, children's records, self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a group of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The rigorous recruitment and induction procedures ensure that all those associated with the nursery are suitable for their role. Staff have a secure understanding of the safeguarding policy and follow the correct procedures should a welfare concern arise. The manager and staff team work very closely together and regularly observe each other while working with the children. A more formal supervision to discuss staff's teaching and learning is undertaken by the manager. This helps to improve staff's practice and to ensure consistently good outcomes for all children. Staff attend extra training to strengthen their teaching skills and enhance their professional development. Managers seek the views of staff, parents, children and others and successfully implement improvements they have highlighted in their self-evaluation.

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

Staff plan and provide a wide range of stimulating activities that follow children's interests. Children demonstrate a positive attitude to learning. They enjoy making projectors and talk to staff about the stars and large moon they see in the night sky. Children create their own night sky on the ceiling and inside the dark den. They use stencils to draw round shapes and confidently name them when asked by staff. Overall, staff engage well with the children. They ask them questions and support their communication and language skills. They introduce new words and explore letter sounds. Parents are kept well informed about their children's learning and development. They say that they are absolutely delighted with the good progress their children have made since starting at the nursery.

### Personal development, behaviour and welfare are good

Staff support children's personal, social and emotional skills well. Children learn to share and take turns, to be considerate to others and respect similarities and differences in one another. Staff effectively promote children's independence during practical routines and during their play. Children learn to wash and dry their hands, putting on their own coats before going outside. Staff promote healthy eating. Children recognise their labelled place mat and help themselves to their snack. They pour their own drinks and tidy away afterwards. Children engage well in outdoor activities. They enjoy riding wheeled toys and climbing on the apparatus and slide safely. Children explore natural materials and investigate the natural world outside in their newly created wild garden called Nature's Homes. Staff give clear guidance to children on how to play safely and undertake regular and thorough checks on the premises and resources to minimise risks.

### Outcomes for children are good

All children make good progress in relation to their starting points and they are gaining the skills required for school. Staff and children communicate well together using sign language. Children listen attentively and respond well to staff's instructions. They count objects, recognise colours and describe shapes seen in the environment. Children know some letters and sounds and recognise their own names. They enjoy listening to favourite stories and comment on the pictures and characters.

## Setting details

<b>Unique reference number</b>	EY334729
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1064873
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Houghton Nursery Group Committee
<b>Registered person unique reference number</b>	RP518402
<b>Date of previous inspection</b>	28 November 2013
<b>Telephone number</b>	01228 558888

Houghton Nursery Group was registered in 2006. The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, during term time. Sessions are from 8am until 6pm. They also run a breakfast club, after school club and a holiday club. The nursery provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children who have special educational needs or disabilities.

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