

College House Day Nursery

College House Day Nursery, College House, Howard Street, Barrow-in-Furness, Cumbria, LA14 1NB



Inspection date

21 June 2017

Previous inspection date

25 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Managers and staff have worked hard to make effective changes since the last inspection. The managers are committed to the ongoing development of the nursery and they encourage staff to reflect and evaluate the provision.
- Staff observe and assess children effectively. Plans to support the next steps in their learning are clear. Children make good progress in their learning and development.
- Staff foster children's emotional well-being extremely well. Children forge strong attachments to key persons who work alongside parents to ensure that children's individual needs are consistently met.
- Staff establish good partnerships with parents and carers. They keep them well informed of their children's progress. There is a wealth of information available to support parents and families in supporting their children's care and education.
- Children's behaviour is good. Children learn how to stay safe, care for each other and develop an understanding of what is right and wrong. They are polite and respectful.

It is not yet outstanding because:

- At times, staff do not give enough consideration to ways in which they can further support older babies and toddlers to develop their small-muscle skills and enhance their creative abilities.
- Although there are systems in place to monitor staff's individual performance, these do not always identify clear targets or training needs to help staff improve their teaching skills to an even higher level.

What the setting needs to do to improve further

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

- provide further opportunities to enrich and support the development of older babies' and toddlers' small-muscle skills and creativity
- strengthen the already good systems for performance management and support staff in improving their teaching skills even further.

Inspection activities

- The inspector observed the quality of teaching 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 manager. She looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and carers during the inspection and looked at written testimonials, taking account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers have reviewed the safeguarding policies and procedures, and have updated these in line with current legislation. Managers and staff understand the procedures to follow should they have any concerns about the welfare of a child. Recruitment procedures have been reviewed and are robust. Newly appointed staff receive a thorough induction. Overall, managers support staff effectively through appraisal and supervision meetings. The manager and staff work well in partnership with other agencies. Children who have special educational needs and/or disabilities are supported well. Staff attend targeted training to help support children's individual needs.

Quality of teaching, learning and assessment is good

The well-qualified staff team plans stimulating activities and experiences that, overall, reflect children's interests. Babies' emotional well-being is successfully supported. They take delight in exploring a range of sensory materials in a calm and safe environment. Staff help to promote children's thinking skills. For example, young children learn to solve problems while making a castle structure out of large panels. Staff effectively plan activities to support older children to strengthen their finger muscles, in readiness for starting to write. Children develop their communication and language skills, for instance, as they search for small objects in the dough. They become excited at the element of surprise and share their findings with each other. Staff provide opportunities for children to learn about other people, communities and cultures. Children develop a good understanding of the world in which they live.

Personal development, behaviour and welfare are good

Children are confident and self-motivated. Staff work closely with parents from the start to discuss settling-in arrangements. Children are supported well by their key person as they move rooms within the nursery and progress on to school. There is good continuity of care and education. Children enjoy freshly prepared, healthy and nutritious meals. They learn to make healthy choices at snack times. Children have lots of opportunities to benefit from fresh air and exercise. Staff encourage children to be independent from an early age, for example by preparing snack. They give children lots of praise and encouragement, helping to raise children's self-esteem and promoting positive behaviour.

Outcomes for children are good

All children make good progress and learn the skills they need for their next stage in their learning or for their move on to school. Additional funding to support children is used effectively. Children build strong friendships and play cooperatively. Older children use voice recorders which help them to develop and extend their communication and language skills. Younger children take delight in choosing and singing their favourite songs and rhymes. Younger babies explore water and sand, enjoying the feel of it as it runs through their fingers. Children have good technology skills, including how to operate simple computer programs. Children enjoy books and stories, and are developing their early literacy skills.

Setting details

Unique reference number	EY403900
Local authority	Cumbria
Inspection number	1084389
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	83
Name of registered person	College Day Nursery Limited
Registered person unique reference number	RP529464
Date of previous inspection	25 January 2017
Telephone number	01229 837546

College House Day Nursery registered in 2010. The nursery employs 14 members of childcare staff. All of these 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, all year round. Sessions are from 7.30am until 5.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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