

Inspection date	30 August 2017
Previous inspection date	17 November 2014

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 manager is experienced, ambitious and has high expectations for all children attending the nursery. All those involved with the nursery demonstrate total commitment to improving the already high quality of provision. Self-evaluation is accurate and includes the views of staff, parents and children.
- The manager supports her staff well by working alongside them. Her hands-on approach enables staff to model her good practice and use effective teaching methods. A good level of support is maintained through one-to-one supervision, staff meetings and ongoing high-quality professional development opportunities.
- The manager and staff provide a calm and relaxed environment where children and babies flourish in their care. Children are very well behaved and enjoy their time in nursery. They form close attachments with staff and demonstrate that they feel safe and emotionally secure.
- Partnerships with parents are strong. Staff keep parents up to date with their children's progress and share the next steps in learning to help parents support them at home.

It is not yet outstanding because:

- Although good partnerships are established with most of the educational settings children also attend, arrangements for sharing information are not fully embedded to ensure continuity in children's care and learning.
- Staff do not always use opportunities to extend children's understanding and knowledge of healthy eating and the positive effect this has on their bodies.

What the setting needs to do to improve further

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

- build on the already good partnerships with the other educational settings children attend and strengthen the arrangements for sharing information to ensure continuity in children's care and learning
- extend children's understanding and knowledge of healthy eating and the positive effects on their bodies.

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 manager.
- The inspector held a meeting with the manager and owners. She viewed a range of documentation, including policies and procedures, self-evaluation records, children's records, recruitment, training and supervision, qualifications and suitability checks.
- The inspector spoke to parents during the inspection and took account of their views and statements.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in keeping children safe and have a good knowledge of what to do should they have concerns about a child's welfare. The owners and manager ensure staff carry out robust risk assessments of the premises and on outings. Robust selection and induction procedures are in place and the checking of staff's ongoing suitability ensures that children are cared for by suitable persons. The manager creates an effective team atmosphere. They monitor and track children's progress from starting with them until they leave. The transition process from room to room and on to school is a smooth and efficient process. Children know what to expect which helps them feel secure.

Quality of teaching, learning and assessment is good

Experienced and enthusiastic staff communicate effectively with children. They promote language and literacy skills well to support children's learning. Staff use questions well to extend children's ideas and broaden their knowledge during their play. They plan a broad range of interesting activities and children confidently join in. For example, older children act out favourite stories wearing colourful masks and toddlers enjoy sensory experiences with foam and bubbles. Outdoors, staff support children's physical skills. For example, the session starts with some physical exercises of running, hopping, jumping and stretching. All children make good progress in their learning from their starting points. Staff carry out regular observations and make accurate assessments of children's development. They identify where children need additional support to quickly help them catch up. Parents value the close relationships they have with staff. They plan and agree children's next steps together and share learning from home.

Personal development, behaviour and welfare are good

Children settle in effortlessly and feel totally at ease in the warm and welcoming environment. They develop a strong sense of themselves and enjoy looking at the 'big books' created from photographs of past activities, artwork and experiences. Staff share these with parents at regular parents' evenings. Children behave well. Staff use a consistent approach in promoting positive behaviour. For example, children learn to hold doors open for staff and children to go through. They learn to tidy away toys and to share and take turns in group activities. Children eat healthy nutritious freshly cooked meals and snacks and fresh drinking water is accessible in all rooms. Children learn about their own community and they develop their understanding of the world. One of the ways they do this is they talk about and discuss how to look after their pet African land snail.

Outcomes for children are good

Children, including those in receipt of additional funding, make good progress in their learning. Independence is effectively supported throughout the nursery and they gain the skills they require for their future move on to school. Children enjoy what they do. They show sustained levels of interest while reading books and during spontaneous counting activities.

Setting details

Unique reference number	EY367971
Local authority	Cumbria
Inspection number	1104732
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	1 - 4
Total number of places	110
Number of children on roll	70
Name of registered person	ABC Early Learning Limited
Registered person unique reference number	RP523212
Date of previous inspection	17 November 2014
Telephone number	01946 821310

ABC Egremont registered in 2008 is one of three nurseries managed by ABC Early Learning Limited. The nursery employs 13 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and seven hold appropriate early years qualifications at level 3. The manager holds an early years qualification at level 5. The nursery opens from Monday to Friday 7am until 5.30pm, all year round, except for bank holidays and a week at Christmas. A breakfast, after - school club and holiday club also operate from the nursery. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

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