

Fellview Pre-School Nursery

Fellview Primary School, Caldbeck, WIGTON, Cumbria, CA7 8HF



Inspection date	21 September 2017
Previous inspection date	29 January 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 leadership and management are strong and well embedded. Effective contingency arrangements mean a well qualified and capable temporary manager is in place.
- Self-evaluation is effective. All staff contribute to improvement plans that also take into account the views of staff and children. Staff are currently working on engaging children in more investigative play, following observations of children who were less interested in this area of the environment.
- Children are widely independent from a young age. They are seen washing and drying their hands, requiring no support, and know to place the wet paper towels in the bin. Children relish the opportunity to help at snack time and carry out tasks.
- Partnerships in place with parents are strong. Staff value parents' contributions and use these to inform topics, activities and assessments. Parents speak very positively about the nursery, commenting on the good support they receive from staff.
- Children are very well behaved and demonstrate good listening and attention skills. They play cooperatively with their peers and develop good social skills.

It is not yet outstanding because:

- Planning for adult-led activities is not always sufficiently linked to children's individual needs and identified next steps.
- Although staff seek information from other early years settings the children attend, this information is not always used effectively to inform staff's own assessments or planning.

What the setting needs to do to improve further

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

- focus adult-led activities more precisely on children's individual next steps to maximise opportunities for learning
- make better use of information received from other early years settings the children attend, to create even more consistency in children's learning.

Inspection activities

- The inspector observed the quality of teaching during play indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection, feedback from questionnaires and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures and self-evaluation processes.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager is clear about her role to protect children. She ensures staff remain vigilant and are confident to identify signs of abuse, and know the correct reporting procedures. Staff receive good support from the management, including supervision, coaching and performance management. As a result, staff are confident in their role and responsibilities. The staff team are well qualified and have many opportunities to strengthen their early years knowledge. They have regular training opportunities and use their new skills well in practice. For example, recent training on supporting two-year-old children has helped to broaden their teaching skills. The manager monitors the progress made by children and implements programmes of support where needed.

Quality of teaching, learning and assessment is good

Staff regularly observe children, make accurate assessments and use this information well, overall, to inform planning and general interactions with children. Staff make good use of the outdoor space, encouraging children to spend time outdoors and experience all types of weather. Staff support younger children's communication skills well. They model new vocabulary and support children's thinking skills as they encourage them to recall previous learning linked to the current activity. Staff differentiate their teaching according to children's age group and level of understanding. For example, older children are challenged as they explore their finger prints. Staff use words, such as unique, to help children understand what makes them special, as they explore their fingertips with magnifying glasses. Funding is used well to target children's individual needs and is monitored to ensure a good impact on children's learning.

Personal development, behaviour and welfare are good

Staff have a conscientious attitude to meeting children's care needs, supporting their emotional well-being. They fully understand the importance of establishing secure and positive relationships from early on, helping to ensure children settle very quickly. Children show great confidence in their own abilities and good risk assessment skills. For example, they navigate over the wooden blocks, jumping only a safe distance. Older children show an excellent understanding of managing their own health and physical needs. They independently pour themselves a drink of water, recognising this will help them to cool down after playing outdoors. Children have daily access to outdoor play, further promoting their physical well-being and understanding of healthy lifestyles.

Outcomes for children are good

All children make good progress, including those in receipt of funding. Children show a good attitude to their learning from a young age. They are interested in the activities and resources available and are motivated to participate. Children show good listening skills as they follow instructions from staff and join in with the routine of the day. Children demonstrate the skills required for future learning.

Setting details

Unique reference number	317511
Local authority	Cumbria
Inspection number	1101844
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	11
Name of registered person	Northern Fells Preschool Nursery Group
Registered person unique reference number	RP518432
Date of previous inspection	29 January 2014
Telephone number	01697 478 437

Fellview Pre-School Nursery registered in 1998. The nursery is open Monday to Friday, from 9am until 12noon, during school term time. There are afternoon sessions available on Mondays and Thursdays, from 12noon until 3pm. In total, four staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for two-, 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

