

Furness Childcare

The Corner House, High Street, BARROW-IN-FURNESS, Cumbria, LA14 1QY



Inspection date

23 January 2018

Previous inspection date

9 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 leaders are ambitious for the success of the nursery. They have made significant improvements to their practice and provision since the last inspection. A widely adopted self-evaluative ethos helps to ensure that children are safe, nurtured and motivated to gain the skills they require for their next phase of learning.
- Staff support children who have special educational needs and/or disabilities very well. They quickly identify where early support is required and secure timely interventions. Staff work well in partnership with parents and other professionals, to implement targeted learning plans that lead to improved outcomes for children.
- Staff create a happy and calm environment where children are actively encouraged to 'have a voice'. This helps children to flourish and grow into confident and independent individuals. Children are very happy and demonstrate a desire to learn and achieve.
- Managers and leaders invest highly in their whole staff team. Creative opportunities, such as customised training, peer observations and influential supervision meetings focus intently on helping staff to extend their good knowledge and expertise.

It is not yet outstanding because:

- Although managers analyse information about the progress of some groups of children, this process is not rigorous or effective enough. As a result, some children do not make as rapid progress as possible.
- Staff do not support the youngest children to connect with the natural world and local people, to enhance their awareness of the community in which they live.

What the setting needs to do to improve further

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

- monitor the progress of broader groups of children more precisely, and involve all staff, particularly those who are new to their roles, in supporting children achieve the highest rates of progress
- provide greater opportunities for babies and younger children to explore the local environment, and become more actively involved in the community in which they live.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector held a meeting with the manager. She spoke with the special educational needs coordinator, room leaders, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at evidence of suitability, a record of staff qualifications and training, policies and procedures, health and safety documents, registers of attendance, children's learning files and the provider's self-evaluation documents.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Rigorous inductions, intense training and regular updates contribute towards ensuring that all staff have a first-rate knowledge of child protection procedures. Staff are vigilant. They identify and minimise any potential hazards swiftly. For example, staff working with babies quickly recognise their desire to explore using their sense of taste and provide edible sensory materials that are safe. Recruitment procedures are robust and help to ensure that staff have a good understanding of their roles and responsibilities. Staff deployment is effective and ratios are met. Staff continually evaluate their provision and take account of the views of parents, children and others. They have clear plans in place for the continued development of the outdoor area, to further enhance children's play and exploration.

Quality of teaching, learning and assessment is good

High-quality observations and assessments clearly capture children's achievements, and help staff to identify what they need to learn next. Staff use this information well to provide enjoyable and challenging learning experiences that, overall, build on what children already know. The staff promote a strong teamwork ethos, which is apparent through their good teaching. This encourages children to work successfully together with others to achieve a common goal. For example, younger and older children are keen to work together during tasks, such as baking. Staff interact very well to help children maintain attention, follow instructions and develop their early mathematical skills. Staff keep parents informed of their children's learning and progress. They provide ideas, such as encouraging children to practise putting on their coat at home, to consolidate learning and aid good self-care skills, in preparation for their move to school.

Personal development, behaviour and welfare are good

Key persons form secure attachments with children. Their calm, considerate and caring natures contribute towards children adopting helpful and respectful attitudes. For example, children willingly carry out responsible tasks, such as helping to wash their cup and plate after lunch, to develop independence. Staff teach children about the importance of adopting good hygiene routines. They encourage children to develop active lifestyles through innovative exercise sessions, such as yoga. Staff work closely with parents when children are developing new skills, such as toilet training, to maintain a consistent approach. Transition through the nursery is seamless and well supported.

Outcomes for children are good

All children make good progress and gain the skills they require for their next stages of learning, including school. Babies express a desire to engage in new experiences and show confidence in seeking comfort from their supportive key person when needed. Older children learn how to retrieve information from equipment, such as computers. They confidently link sounds to letters to aid their early reading skills. Children engage in conversation with others and demonstrate friendly behaviour during play.

Setting details

Unique reference number	EY239993
Local authority	Cumbria
Inspection number	1085301
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 - 10
Total number of places	69
Number of children on roll	40
Name of registered person	Furness Childcare Ltd
Registered person unique reference number	RP520832
Date of previous inspection	9 February 2017
Telephone number	01229 828444

Furness Childcare Ltd registered in 2003 and is situated in the centre of Barrow-in-Furness. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications from level 2 to 6, including the manager who holds early years professional status. The nursery is open Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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