

Inspection date	19 April 2018
Previous inspection date	30 August 2017

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

- Managers have a clear vision for the nursery and ensure that all staff are involved in making ongoing improvements.
- Staff have a secure knowledge of the safeguarding policy and procedures. They fully understand what to do if they had a concern about a child, another member of staff or the managers. This enables children to be kept safe.
- Parents speak highly of the nursery and their partnerships with the staff are well established. Staff share information with parents about their children's progress and achievements, providing ideas to help extend their child's learning at home.
- Managers and staff form a strong team. They work well together and liaise closely with other professionals. This ensures that children are given the support they need, as early as possible, to maximise their learning potential.
- Staff are warm and nurturing as they care for the children. As a result, children are happy, settled and able to form friendships with adults and other children.
- Staff plan a wide range of stimulating learning experiences, helping children to make good progress in their learning.

It is not yet outstanding because:

- The current organisation of daily routines, particularly for mealtimes, restricts the children's learning opportunities and leads to unwanted behaviour.
- Staff do not always make the next steps precise and focused enough to enable these to be achievable, particularly for children who have special educational needs and/or disabilities. This means that these children do not make progress as rapidly as they could do.

What the setting needs to do to improve further

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

- review and improve the organisation of daily routines, particularly for mealtimes, to help keep the children more engaged, offer greater learning opportunities and avoid unwanted behaviour
- strengthen the assessment process to enable children's next steps to be more clearly focused, particularly for children who have special educational needs and/or disabilities.

Inspection activities

- The inspector observed activities in the playrooms and in the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and owners.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and improvement planning documents.

Inspector

Lois Wiseman

Inspection findings

Effectiveness of the leadership and management is good

Managers are committed to developing the quality of care and learning. They work well with staff and parents to identify areas for development to strengthen the outcomes for children. Through ongoing review and discussion, staff have identified areas of weakness. Changing their focus, staff have now developed a wide range of activities to promote physical development. As a result, boys have been more motivated to learn. Managers understand the strengths and weaknesses of each staff member and provide guidance and coaching, where this is needed. The safeguarding arrangements are effective. Recent safeguarding training for all staff has raised awareness throughout the nursery, making sure that children are safe. There are successful arrangements in place to recruit and induct new staff, ensuring that they understand their roles and responsibilities.

Quality of teaching, learning and assessment is good

Managers monitor the quality of the curriculum, teaching and the checks staff make on the children's progress. This ensures that assessments are accurate and meet the needs of the children. Parents happily access information about the progress of their children, by speaking directly to staff and reading the online learning journal. The indoor and outdoor learning environments are bright, attractive and well resourced. Children become engaged in their play and choose the objects they want to use easily. Staff use different ways to ask children questions, helping to promote their language skills. Staff help children to explore ideas and learn about the world around them. For example, babies delight in watching bubbles fall slowly to the ground outside and toddlers are encouraged to recall experiences about their families as they eat their lunch.

Personal development, behaviour and welfare are good

The key-person system is well established, enabling children to form secure attachments with others. Staff are friendly, caring and alert to when children need a rest or sleep. As a result, children's care needs are met. Children are kind and helpful to each other as they play together. Children move freely around the environment, learning to take turns and share resources. Children are confident, sociable and become very excited about the activities offered. For example, they enthuse together about how their cars roll down a guttering pipe in water. Others are curious to see how the tadpoles are developing their legs. Staff use a calm and consistent approach to effectively manage children's behaviour.

Outcomes for children are good

Children are overall making good progress in their learning and development and are gaining the skills in readiness for school. They independently dress themselves and take themselves to the toilet. Children listen well to instructions and have developed a strong sense of belonging. They enjoy learning about why and how things work. Children's mathematical skills are good. For instance, older children count out large pebbles and estimate how heavy they are. Staff liaise well with staff from the local schools, helping to make the move from nursery to school as seamless as it can be.

Setting details

Unique reference number	EY367971
Local authority	Cumbria
Inspection number	1133022
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	110
Number of children on roll	79
Name of registered person	ABC Early Learning Limited
Registered person unique reference number	RP523212
Date of previous inspection	30 August 2017
Telephone number	01946 821310

ABC Egremont registered in 2008. The nursery employs 11 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. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. A breakfast, after-school club and holiday club also operate from the nursery.

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