

Ramsden Robins Pre Nursery

Thwaite Street, Barrow-In-Furness LA14 1AN



Inspection date	7 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The enthusiastic staff team encourages children to 'dream big'. They show a true commitment to ensuring that children are given the best possible start in life. Children thrive in this safe, inclusive and inspiring nursery and gain lifelong skills for the future.
- Staff place a strong emphasis on supporting children's communication and language development. Children actively participate in their 'super signing' sessions and sign welcoming phrases, such as good afternoon, to welcome their friends into the nursery. This helps them to learn that communication can be relayed in many different forms.
- Staff work in partnership with parents and other professionals to provide tailored support to children who have special educational needs and/or disabilities. Carefully sourced experiences, such as attending sessions at a local family centre, provide a key focus on helping children to advance their sensory and physical skills.
- Staff are positive and caring. They involve children in meaningful experiences, such as donating food to local food banks, to help those people in the community who are in need. This contributes towards children adopting caring and respectful attitudes.
- The well-qualified staff take account of children's interests and learning needs and swiftly incorporate these into the good range of experiences provided. Effective enhancements, such as placing various bags, boxes and purses into the areas of play, embrace children's desire to transport objects in their own ways.

It is not yet outstanding because:

- At times, staff omit opportunities to help children to gain a greater understanding of the impact that healthy routines, such as washing their hands before lunch, taking part in daily exercise and eating healthy foods, have on their good health.

What the setting needs to do to improve further

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

- strengthen teaching and extend children's knowledge of the impact that healthy routines have on their good health.

Inspection activities

- The inspector observed the quality of teaching both indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the manager.
- The inspector conducted a joint observation with the manager during a child-led activity in the outdoor environment.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, the provider's self-evaluation documents and children's observation and assessment records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Extensive safeguarding training and regular updates help to ensure that all staff have a good understanding of the procedures to follow to protect children's welfare. Risk assessments are thorough. They take account of children's specific needs. For example, at lunchtime staff cut up foods into manageable pieces, to prevent children from the risk of choking. Safe recruitment, thorough inductions and regular supervision meetings help to ensure that staff are skilled and suitable for their role. Staff aspire to extend on their good knowledge and skills through a wide range of continuous professional development. Tracking is used well to close any gaps in learning. For example, small nurture groups have been created to further enhance children's ability to form early friendships with others. Self-evaluation is inclusive.

Quality of teaching, learning and assessment is good

Staff provide a good range of challenging and fun experiences that supports what children need to learn next. Children express a desire to explore natural materials, such as water. They are intrigued by properties, such as the way that water flows and cascades down various pipes and surfaces. Staff use these opportunities well to promote the use of mathematical language. They encourage children to observe, predict and talk about what is happening to help to enhance their communication and language skills. Effective methods, such as stay-and-play sessions, shared assessments and home learning challenges, engage parents in all aspects of their children's learning and development. Staff provide a private space to share any sensitive information with parents.

Personal development, behaviour and welfare are good

Staff form a close bond with each and every child. Effective strategies, such as staggered inductions, help to ensure that both younger and older children are settled and happy following their summer break. Good links are formed with the host school. Key persons work together with teachers from school to share in-depth information about children's care and learning ahead of their move. They encourage children to carry out small tasks, such as pouring their own drinks at snack time, to promote independence. Staff provide a great deal of support, encouragement and praise to children. This helps children to adopt high levels of self-confidence and inspires them to help others. Children enjoy time outdoors in the fresh air and readily engage in community projects, such as planting.

Outcomes for children are good

All children make good progress and gain the skills they require for their next stage of learning, including school. Children are imaginative. They enjoy using real-life materials to imitate what has been seen before. Children who have special educational needs and/or disabilities are motivated learners. They enjoy linking words to actions when patting, tipping and squeezing dough and persevere when attempting to push dough through small holes to create 'spaghetti hair'. Children readily share information about themselves and their family. They take pleasure in engaging in experiences, such as wearing boldly patterned socks, to raise their awareness of disability and what makes them unique.

Setting details

Unique reference number	EY538141
Local authority	Cumbria
Inspection number	10077103
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	37
Name of registered person	Ramsden Robins Pre-Nursery Group
Registered person unique reference number	RP538140
Date of previous inspection	Not applicable
Telephone number	01229 840959

Ramsden Robins Pre Nursery registered in 2016 and operates from within the grounds of Ramsden Infant and Nursery School. The nursery employs six members of childcare staff. Of these, all hold appropriate qualifications at levels 3, 5 or 6. The nursery is open Monday to Friday, from 8.30am to 3.30pm, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

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