

Inspection of Quarrybrow Nursery

Ormsgill Primary School, Mill Bank, Barrow-in-Furness, Cumbria LA14 4AR

Inspection date: 24 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy at the welcoming nursery. They show that they feel safe as they engage the friendly staff in their play. Babies demonstrate strong attachments to staff as they go to them for cuddles. Children's physical development is well promoted. They benefit from the large spaces both indoors and outside. Staff support babies who are new to walking as they practise their new skills. Children run around outside and delight in playing a game of 'freeze tag'. They listen carefully and follow instructions given by staff. Children understand the expectations of them and why rules are in place. For example, children know not to eat the berries from the trees as they could be harmful. Children begin to learn to keep themselves safe.

Children behave very well. Older children encourage their younger peers to follow the routines of the day. For instance, children line up in the corridor before going outside to play. Children enjoy a wide range of activities which are well sequenced and build on what they already know and can do. Children concentrate well on specific tasks and remain engaged for extended periods of time. Children make good progress in their learning.

What does the early years setting do well and what does it need to do better?

- Leaders truly care about the children who attend the nursery. They regularly evaluate the provision and make changes to benefit children. For instance, leaders have recently reorganised age groupings of children in each room to better support the children who attend. Staff are well supported and feel part of the team.
- Staff complete regular training for their ongoing professional development. Some funding is spent on staff training, which leaders target to benefit the children. For example, staff have completed training on autism spectrum disorder to support children with specific needs.
- Children with special educational needs and/or disabilities (SEND) are particularly well supported. Leaders liaise with professionals from outside agencies, such as advisory teachers, to ensure that children have appropriate support. Staff differentiate activities to enable all children to join in. Planning for individual children with SEND is thorough. They make good progress from their different starting points.
- Staff continually monitor and assess children's progress. They quickly identify gaps in children's learning and development and put strategies in place to help narrow such gaps. Planning for older children is comprehensive and individually tailored. However, planning for younger children is broader and does not yet take full account of children's individual interests.
- Children's emerging language skills are well supported. Staff read stories in an

exciting manner and ask children questions to check their understanding. Staff make eye contact with babies and engage them in back-and-forth interactions. This helps them to begin to form their first words. Older children are confident, chatty and have a positive attitude to their learning.

- Children learn some independence skills. They sit with their friends for mealtimes. Older children capably use cutlery to eat with. Children enjoy healthy, home-cooked meals at nursery. Children learn about the effects that exercise, rest, food and water have on their bodies. They learn to make some healthy choices.
- Transitions are very well supported. Children attend short sessions before they start nursery to help them to settle. Children seamlessly move up through the rooms in nursery when they are ready. Leaders have good links with local schools. Staff from schools visit the nursery and children visit their new school before they start. Children are ready for the next stage of their education.
- Children enjoy visits from the emergency services. They learn about people who help us in the community. Children celebrate festivals, such as Diwali. They share the special occasion with their friends who also celebrate this at home. Children learn about the different types of families that their friends have. They begin to understand the diverse world.
- Partnerships with parents are effective. Staff use an online application to communicate with parents. Children and parents are encouraged to take home story and activity sacks. This enables parents to continue supporting their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of safeguarding policy and practice. They understand indicators of abuse and know the procedure to follow if they have a concern about a child in their care. Leaders understand that county lines is a concern in their local area. Procedures for recruitment are thorough and leaders further ensure that staff remain suitable to work with children. Staff complete regular risk assessments of the outdoor area. This ensures that it is safe for children as it is also used by other groups.

What does the setting need to do to improve?

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

- continue to refine systems for planning for individual children, particularly for the youngest children.

Setting details

Unique reference number	EY285358
Local authority	Cumbria
Inspection number	10233651
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	48
Number of children on roll	98
Name of registered person	Quarry Brow Day Nursery Ltd
Registered person unique reference number	RP908939
Telephone number	01229 829 413
Date of previous inspection	13 October 2016

Information about this early years setting

Quarrybrow Nursery registered in 2004. The nursery is attached to Ormsgill Primary School in Barrow-in-Furness. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one holds a relevant level 2 qualification and the manager holds early years professional status. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector at appropriate times during the inspection and their views were taken into account.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager and the inspector carried out joint observations of group activities together.
- The inspector observed the routines of the day and the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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