

Inspection of Howgill Family Centre

Howgill Family Centre, Birks Road, CLEATOR MOOR, Cumbria CA25 5HR

Inspection date:

22 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children develop close and secure relationships with staff at this warm and welcoming nursery. They arrive happy and show great excitement as they explore the activities on offer. Children have a positive attitude to learning and show high levels of enjoyment and curiosity, especially during the off-site activities. Staff have high expectations for all children. Children behave well. They show a good understanding of the boundaries set. For example, children understand the rules of the forest school and confidently recall what they can and cannot do. They engage in meaningful conversations and show care and concern for themselves, and others.

Children benefit from a curriculum that provides them with enriching experiences. For example, toddlers spend time developing their creative ideas. They explore paint, paper and glue, and mix water to oats to watch how it changes consistency. Babies show great excitement as they watch bubbles floating around their room and try to catch them. Children benefit from lots of praise and encouragement from staff, who introduce new words, such as 'foundation', when building with construction materials. This empowers children and builds their confidence, self-esteem and vocabulary.

Children show good levels of independence in their personal skills. For example, children confidently put on wellingtons and all-weather clothing while getting ready to go on their outing to the forest. During circle time activities, children listen and engage well. They understand their routines and learn to share and take turns.

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

- The manager and staff are supported by an inspirational early years project manager, who has initiated a number of successful improvements throughout the nursery. All staff, including those newly appointed, are provided with a high level of support, guidance and mentoring. This includes access to a good training programme. The impact of this training is clearly seen in staff's practice and the learning outcomes for children.
- Staff provide good learning opportunities that support every child to achieve to the best they can. They implement a superb communication and language programme, which is embedded in the curriculum. Children make good progress and through effective support are bridging gaps in learning. Staff create a language-rich environment and, as a result, children become confident communicators.
- Children with special educational needs and/or disabilities are well supported. Staff are proactive in assessing children's needs early. They swiftly implement a package of support for children while working alongside families and other

professionals. As a result, children make good progress towards the next steps in their learning and development.

- Children's communication and language skills are consistently promoted. Staff introduce new language confidently during activities and children's play. Children take great pleasure in responding to questions, which spark conversations with staff. Younger children enjoy singing action songs and listening to stories. They begin to engage in two-way conversations and enjoy mathematical learning during their play.
- Good partnerships are established with parents. Parents appreciate the regular communication and updates on their children's development and activities. Staff ensure that parents are involved in their children's care and learning. Parents say that they have seen a big change in the nursery over the last year. They say, 'staff are amazing'.
- Children thoroughly enjoy being physically active outdoors. They enjoy a brisk walk through the woods to their forest school session. On arrival, they confidently recall the rules of the forest before making bird feeders. Indoors, children develop their muscle control. For example, toddlers mould dough and older children learn to avoid obstacles while following instructions, such as 'stop' and 'go'.
- Children learn through hands on experiences to show care and concern for the environment. They learn about the natural world and how to look after and care for living things. Children are beginning to learn about other cultures, however, this could be further strengthened to enhance opportunities to celebrate the heritage of all the children attending.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to keep children safe. Risk assessment is effective and ensures that premises and environments accessed by children are safe and suitable. The management team and staff demonstrate a secure knowledge of child protection issues. They know how to respond promptly and appropriately when concerns arise about the welfare of any child in their care. Staff attend regular safeguarding and child protection training and have good opportunities to refresh their knowledge on a regular basis. Staff are first-aid trained, which allows them to respond swiftly to any accidents and incidents.

What does the setting need to do to improve?

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

- build on staff practice to help children to celebrate their cultural heritage and home language within the nursery and at home.

Setting details

Unique reference number	EY284918
Local authority	Cumbria
Inspection number	10234811
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 3
Total number of places	42
Number of children on roll	63
Name of registered person	Howgill Family Centre
Registered person unique reference number	RP905147
Telephone number	01946 817900
Date of previous inspection	29 November 2016

Information about this early years setting

Howgill Family Centre registered in 2004. The setting employs 14 members of childcare staff. Of these, 10 members of staff holds appropriate early years qualifications at level 3 and one at level 2. The early years project manager and nursery manager hold early years qualifications at level 5. The setting operates from Monday to Friday, all year round. The sessions are from 7am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector, early years project manager and nursery manager completed a learning walk together across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching in all the rooms, and during a forest school outing.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection, and took account of the views of parents through recent questionnaires.

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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