

Inspection of PJ's Nursery

96 Gosforth Road, SEASCALE, Cumbria CA20 1ND

Inspection date: 8 December 2022

Overall effectiveness **Good**

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 are happy, busy, and clearly enjoy their time at the lively nursery. They show that they feel safe, as they go to staff for reassurance and cuddles throughout the day. Children show positive attitudes towards their play and learning. They are focused and engaged in the interesting activities that they join and choose throughout their day. Children paint 'melted snowmen' with their hands, using white paint on black paper. They know that a snowman will melt in warm sunshine.

Children's speech and language skills are promoted as a focus in the nursery. Children enjoy stories and staff sing joyfully throughout the day. Children learn and practise new vocabulary as they listen carefully to staff's modelling of speech. Older children recognise the letters in their names and are developing early reading skills with support from skilled staff. Children are confident communicators.

Children develop a sense of responsibility. For example, older children help their younger friends put on their coats and hats to play outside. Children behave well and work hard to achieve the high expectations of staff. Children are confident and respectful. They chat politely to visitors to their nursery. Staff are good role models and remind them to use good manners if they forget.

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

- Leaders are committed to offering high-quality learning experiences for every child. They evaluate the provision regularly and take account of staff's, parent's, and children's views. Staff feel well supported by their colleagues and leaders. Consequently, they work hard to progress in their roles, which continually raises the standards of teaching and learning.
- Staff training is focused to benefit children and informed by monitoring staff's practice and staff supervisions. Staff have completed training on supporting children's mental health, as they have noticed children and families struggling with this after the COVID-19 pandemic. Staff's additional knowledge since this training helps support children's emotional well-being.
- Staff plan a broad curriculum taking account of children's interests. Effective systems for monitoring and assessment give staff an insightful knowledge of what children already know and can do. Children are, therefore, offered appropriate levels of challenge. Gaps in children's knowledge and development are identified and quickly narrowed with targeted support. Children make good progress in all areas of learning.
- Children with special educational needs and/or disabilities (SEND) are well supported. Their learning is measured in smaller steps to enable accurate monitoring of progress. Leaders liaise with other professionals to access

appropriate support for children's specific needs. Additional funding is spent appropriately. For example, extra staff are employed for one-to-one support for some children. Consequently, children with SEND make progress from their individual starting points.

- Children are physically active from an early age. Babies are encouraged to use their core muscles to sit, stand and bend as they join in with familiar songs and actions. Older children hone their coordination skills as they balance and jump on 'stepping-stones'. Children's physical development and overall well-being is well supported.
- While children develop some independence skills, there is scope to improve this even further, particularly for older children as they approach their move on to school. For example, at mealtimes, older children use the same plastic bowls and cups as their younger peers and are not encouraged to pour their own drinks or cut up or serve their own food. However, children are supported well to learn to manage their own self-care needs and to develop good hygiene habits.
- Staff support children to understand difference and similarity. Children learn about people with disabilities and with different types of families. Children learn about a staff member's Scottish heritage as they hear bagpipes being played and take part in 'haggis-hurling'. Outings into the local village help children learn about their community. Children begin to learn about life in modern Britain.
- Partnerships with parents and carers are sound. Staff communicate plenty of information about children's learning. The focus story and song each month helps parents to extend children's learning at home. Parents and carers comment positively on the communication and support offered by staff and leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of safeguarding policy and practice and understand the signs and symptoms of abuse. They know the procedures that they must follow if they have a concern about a child. Staff gently introduce children to internet safety, and they begin to learn how to keep themselves safe online. Staff include children in completing regular risk assessments of the environment. For example, staff and children check together if the decked outdoor areas are slippery in cold weather and decide that they are not safe for use that day. This helps children learn to assess risk for themselves.

What does the setting need to do to improve?

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

- promote older children's independence skills even further, particularly around routines of the day, to prepare them even more thoroughly for their move on to

school.

Setting details

Unique reference number	EY356525
Local authority	Cumbria
Inspection number	10235107
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	1 to 11
Total number of places	26
Number of children on roll	73
Name of registered person	Dickinson, Julie Anne
Registered person unique reference number	RP906787
Telephone number	01946728077
Date of previous inspection	3 February 2017

Information about this early years setting

PJ's Nursery registered in 2007. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 5pm. 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 all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022