

Inspection of Ramsden Robins Pre Nursery

Thwaite Street, Barrow-In-Furness LA14 1AN

Inspection date: 9 December 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 happily enter this positive setting and independently find their names to self-register. They settle quickly and are keen to find out what activities are on offer. Older children greet visitors with confidence and excitement. They proudly show visitors the wide range of resources available in the setting. Babies are calm and content. They beam as they see staff smiling down at them when they wake from a sleep. Children have formed positive relationships with staff and relish in any opportunity to interact with them. Children feel happy and safe.

Children are developing positive attitudes to learning. They are curious and enjoy finding out new things. Children sprinkle flour over cardboard cut-out shapes. They gasp in amazement as they reveal the gingerbread man picture they have made. Children watch as the flour falls through the sieve and say, 'It is like snow!' Children are broadening their knowledge of the world around them.

Children are respectful to staff and to each other. They listen carefully and promptly follow instructions. For example, as children get ready to go outside, they enthusiastically help the staff to tidy away the resources. Children are kind and thoughtful to their friends. They notice when other children join their activity and offer to share the resources. On the isolated occasions that children struggle to take turns, staff calmly support them to resolve this. Children are beginning to understand the impact that their behaviour has on others.

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

- The manager carefully designs the curriculum to ensure that it provides children with the knowledge, skills and experiences that they need. For example, the manager recognised the need to prioritise children's speech and language following the impact of COVID-19. She introduced activities and resources that promoted this area of children's development. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Staff encourage children to be independent. They teach children how to put their own coat on and how to pull up the zips. Older children confidently find a tissue and wipe their own noses before putting the tissue in the bin. Babies show great determination as they crawl to select their own resources. Children are becoming increasingly independent.
- Children enjoy looking at books and listening to staff read aloud. They display high levels of concentration as staff talk about what is happening in the story. Children excitedly share their favourite books with visitors and point at the pictures. Children are developing a love of reading.
- Overall, staff promote children's language and communication skills well. Staff

model new vocabulary and pose questions that extend children's thinking. However, at times, staff do not ensure that children have enough opportunities to practise speaking by initiating and leading their own conversations.

- Staff teach children about what it means to be healthy. They provide children with a range of nutritious foods and talk about which foods are good for our bodies. Children are encouraged to drink water throughout the day and to rest when they feel tired. Children are developing their understanding of making healthy choices.
- Parents speak highly of the setting. They say that their children settled quickly when they started and enjoy attending. Parents particularly appreciate the help they receive from staff when they need advice or support. This includes working in partnership with other professionals to ensure that children's needs are identified and met. Parents are also given opportunities to come into the setting to play alongside their children. Parents are confident that their children are happy and safe.
- The manager is proactive in seeking out opportunities to work with the local authority and other professionals to further develop the setting. She ensures that staff access professional development opportunities so that the quality of their practice is strengthened over time. Staff morale is high, and their well-being is actively promoted.
- Overall, staff know children well. They build positive relationships with children and their parents. However, there is scope for the role of the key person to be further strengthened so that it is consistently effective in promoting children's progress and development to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They receive regular training and have a clear understanding of the signs that may indicate children are at risk of abuse. Staff know what actions to take if there are any concerns about children's welfare. They have embedded procedures to promote children's safety. For example, they talk to children about how to stay safe when walking on icy ground.

What does the setting need to do to improve?

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

- further extend children's communication and language skills by giving them more opportunities to practise speaking and to lead their own conversations
- strengthen the role of the key person so that it is consistently effective in promoting children's progress and development to the highest level.

Setting details

Unique reference number	EY538141
Local authority	Cumbria
Inspection number	10259715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	44
Name of registered person	Ramsden Robins Pre-Nursery Group
Registered person unique reference number	RP538140
Telephone number	01229 840959
Date of previous inspection	7 September 2018

Information about this early years setting

Ramsden Robins Pre Nursery registered in 2016 and operates from within the grounds of Ramsden Infant and Nursery School. The nursery employs nine members of childcare staff. Of these, eight hold appropriate qualifications at level 3 and above. The nursery is open Monday to Friday, from 8.30am to 3.30pm, all year round apart from two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Liz Dayton

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 manager and the inspector carried out a joint observation of an activity outside.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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