

# Inspection of Howgill Family's Centre's Valley

South Whitehaven Children's Centre, Whinlatter Road, Whitehaven CA28 8DA

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Inspection date: 6 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and confident in this welcoming setting. They are greeted by kind and caring staff, who know them and their families well. As a result, children settle quickly and feel safe and secure. Children separate well from their parents, who comment on how their children do not turn around and wave, as they are so eager to meet their friends.

At the heart of this setting's success is the inclusive culture. Staff listen to children and support their individual needs very well. They have positive relationships with children, which helps them to thrive. Children consistently approach the staff taking them by the hand to where they want to play. Staff create a calm environment where children show a positive attitude to learning. Children's behaviour is good. Staff use praise effectively throughout the day. This helps to build children's confidence and self-esteem.

Children are beginning to understand daily routines and listen attentively to staff requests. Staff continuously praise children for their achievements, which supports them to be confident learners. Staff provide opportunities for children to use their senses to explore different natural materials. For example, as children explore the ice, staff talk about how it feels and what is happening to it when it melts.

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

- Parents speak positively about the setting. They report that their children make good progress, particularly those with special educational needs and/or disabilities (SEND). Staff regularly provide parents with information about their children's progress and what they have achieved within the setting. Staff communicate well with parents. This helps them to know what their children can do, what they will be learning next and how they can support their children's learning at home.
- Leaders and staff plan a curriculum that includes meaningful experiences across all areas of learning and development. As a result, all children, including those with SEND, make good progress. Staff purposely model language as children play. For example, a member of staff said, 'I wonder why the ice is smaller than it was before?' This helps children to become critical thinkers.
- Children join in with parts of the daily routines with confidence. However, some group times become a little chaotic with no engagement from the children. For example, during story and song time, children become distracted by the toys around them. As a result, they spend their time climbing and banging toys. This means that during this time children do not benefit from meaningful learning opportunities.
- Staff have good knowledge about SEND and are skilled at identifying children's

needs. They are committed to inclusive practice and successfully provide an inclusive environment, where every child can pursue their ideas and interests. Any additional funding that children are entitled to is carefully used to have the biggest impact. For example, extra staff have been recruited to give some children one-to-one support, to enable them to fully access the curriculum. This works very well in practice.

- Children are becoming increasingly independent. Staff provide various opportunities for them to learn and develop independence. For example, children pour their own drinks and practise using cutlery during snack times. Effective hygiene practices are also in place. Children confidently wash their hands and staff talk to them about why this is necessary.
- The newly appointed manager, deputy manager and early years practitioner are very committed to their roles. They have worked with the local authority adviser to help identify the strengths and weaknesses of the setting. The manager and staff have daily meetings to discuss all aspects of the curriculum and children in their care. This has resulted in a highly reflective team. They work very well together and provide a good environment for children to learn and develop.
- Staff feel supported and valued. They say they enjoy working at this happy setting. The manager holds individual supervision meetings with the staff to provide support. However, the manager does not consistently identify areas for improvement, such as minor gaps in teaching. This means the quality of teaching is not at the highest level to consistently support children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and demonstrate a good knowledge of the safeguarding procedures. They are aware of the possible signs and symptoms of abuse and the procedure to follow if a referral is needed. Leaders have secure recruitment and induction procedures to help ensure the continued suitability of staff. Staff routinely check all areas of the setting to make sure they are safe for children to use. Staff deploy themselves well to ensure that children are supported effectively. Most staff have recently completed paediatric first-aid training. This helps to keep children safe because any accidents can be confidently dealt with.

## **What does the setting need to do to improve?**

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

- focus supervision targets more precisely to support staff to raise the quality of their teaching to the highest level
- review the organisation of group times to ensure all children remain engaged and supported.

## Setting details

<b>Unique reference number</b>	EY453508
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10233856
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Howgill Family Centre
<b>Registered person unique reference number</b>	RP905147
<b>Telephone number</b>	07827944739 or 07825081954
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

Howgill Family's Centre's Valley has been registered since 2012. The setting opens Monday to Friday, term time only. Sessions are from 9am until midday. The setting employs three members of staff, all of whom hold appropriate early years qualifications. The setting provides funded early education for two-year-old children.

## Information about this inspection

### Inspector

Laura Fradsham

## 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with (SEND).
- 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 observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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