

# Inspection of Bram's Little Sailors

Farm Street, Barrow in Furness, Cumbria LA14 2RX

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Inspection date: 22 March 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and show that they feel safe as they chat happily with staff and their friends. Children lead their own play, and staff follow their lead. For instance, staff join children's role play, ordering 'ice cream' from their 'shop'.

Children benefit from space to be physically active, both indoors and outdoors. Babies practise their new physical skills on low climbing equipment. Older children use their imaginations and pretend to be 'pirates' on higher platforms. All children enjoy daily opportunities to play and learn outside. Children's physical development is well supported.

Children know what comes next in their day, as staff use visual cues to help them. Children begin to understand routines and expectations. For example, children know to take their plate to the washing-up bowl after lunch. Children generally behave well and follow instructions from staff. For example, children quickly respond to staff's requests to start to tidy up.

Children learn about different cultures and how they are each unique. For instance, they try traditional Turkish food made by the parents of their friends. Staff teach children key words from the home languages of their friends. Children begin to learn about our diverse world.

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

- Leaders are committed to continually improving the education and care they provide for children and the services that their community need. Leaders care about staff's well-being, and staff enjoy being part of the team. Leaders ensure that staff training is focused to improve teaching and has a positive impact on children.
- Staff know children well and use their interests to build on what they already know and can do. Staff monitor and assess children's progress effectively. They gather detailed information from parents and use their own observations of children to identify gaps in children's learning. Staff swiftly implement strategies to narrow any gaps, helping children to make good progress.
- Older children are engaged in their learning and are busy in their play. Staff support their developing language skills by instigating interesting discussions and narrating their play. However, support for babies' early communication skills is weaker. Staff are less confident in their communication with babies, and babies show less engagement in their play.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator (SENCo) has a thorough understanding of their responsibilities and ensures that strategies are in place to

support children's specific needs. They work with other agencies to ensure that support is in place. All children make appropriate progress from their individual starting points.

- Partnerships with parents are a key strength of this provision. Leaders have a precise understanding of the different needs of families and offer groups for parents to help improve their life skills. For example, family cooking groups are well attended. Monthly 'challenges' encourage parents to engage with their children's learning at home. For instance, parents and children are decorating eggs together this month. Staff provide plenty of information about children's learning. Parents feel involved and well informed.
- Children's emotional health is supported well. Staff help children learn to discuss their feelings and recognise the impact that their behaviour has on others. This is complemented by the mental health support available for parents and families. Children benefit from strong bonds with caring staff, who offer praise for their efforts and achievements. Children generally demonstrate high self-esteem and confidence.
- Children's independence skills are generally well promoted and sequenced, so they are ready for their move on to school. Children learn to carry out tasks for themselves, such as pouring their own drinks and putting on their own coats. However, staff give inconsistent messages about the importance of good hygiene practices. For example, soap is not always readily available for children to wash their hands. This means that healthy habits for life are not fully embedded in children's routines.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of safeguarding policy and procedures. Leaders ensure that staff refresh and enhance their knowledge frequently. For example, all staff are currently completing training on child exploitation. Leaders and staff understand how to identify children who may be at risk of harm and are vigilant in looking out for indicators of abuse. They know the procedures to follow if they have a concern about a child or about the behaviour of a colleague. This helps to ensure children's ongoing safety.

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

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

- support staff to focus on communication and language development for the youngest children to raise the quality of education even further
- promote consistency in hygiene practices to embed healthy habits for life into children's learning.

## Setting details

<b>Unique reference number</b>	2606049
<b>Local authority</b>	Westmorland and Furness
<b>Inspection number</b>	10280856
<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>	0 to 11
<b>Total number of places</b>	65
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Friends Of Bram Committee
<b>Registered person unique reference number</b>	2606054
<b>Telephone number</b>	01229 814900
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bram's Little Sailors registered in 2021 and is located in Barrow in Furness, Cumbria. Sessions are from 7am to 5pm, Monday to Thursday, and from 7am to 3.30pm on Friday. The nursery is open all year round, except for one week over Christmas. There are nine childcare staff at the nursery, eight of whom hold relevant qualifications at level 3 or above. The managers hold relevant level 6 and level 7 qualifications. 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 managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children 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 SENCo spoke to the inspector about how they support children with SEND.
- 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.

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