

Inspection of Haverigg Nursery & The Clubbers

Lighthouse Centre, Atkinson Street, Haverigg, Cumbria LA18 4HA

Inspection date: 24 October 2023

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, active and safe in this nursery. Staff promote movement every day. They encourage children to dance, navigate obstacles and use balance bicycles. Children show great delight as they join in. Specific teaching helps them develop their large muscles and learn about the effects of exercise on the body. Children make strong bonds with staff. They seek them out to help with model making and ask to read books together. Staff tailor the settling-in sessions to meet each child's needs. When two-year-old children transition to the larger group, they can revisit the baby zone if they need time in the smaller space. This helps children feel secure. Babies also gain confidence as they visit their siblings and peers in the larger room with their key person.

Staff have high expectations of children, and children behave well. They follow known routines and listen carefully to instructions. Children are keen to learn. When some children are unsure of activities, staff sensitively come alongside to help them observe from a distance. Children also have access to the activities after group time. This gives children opportunity to take part one to one with a staff member and help those less confident to experience activities in their own time.

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

- Staff teach children about emotions. When they read stories together, they ask children how characters might feel. Staff listen to children's ideas and help them make links. For example, when children say a character is sad because she wants sweets, staff add that she is sad because she wants them but cannot have them. This helps children to make links between situations and feelings.
- Helping children to gain independence is a priority. Children learn to put on and take off their own outdoor clothing. They serve themselves food and pour drinks at snack time. This promotes children's self-esteem.
- Leaders add to children's life experiences. They thoughtfully provide adventures for children to explore the world around them. For example, they take the bus to visit shops or castles. They learn about the world as they practise using money. This helps children to develop important life skills.
- Safety is at the forefront of staff's minds. They observe children at play, redirecting them to larger spaces if they need to climb and run. Staff encourage children to think about safety when they build tall towers to climb. This helps children to manage their own risks without stopping imaginative play.
- Staff help children engage in a range of mark making. Young children paint with dyed yoghurt and drive toy cars through paint to make tracks. Older children complete a hunt for topic pictures, ticking them off as they go. This helps to prepare children for their next stage of learning.
- Parents appreciate receiving updates of their children's learning from the new

online diary. However, staff do not always share what children will learn in each age group or how to add to this at home. This does not help parents to build on what their children already know.

- Leaders monitor children's progress. They look out for emerging gaps in knowledge or understanding. Leaders then use strategies to draw out children's learning. For example, they ask children individual questions at snack time. This helps children to keep making progress across the curriculum.
- The special educational needs coordinator promptly identifies children with special educational needs and/or disabilities (SEND). She works closely with outside agencies to assess whether children need extra support. She works with leaders to make provision for children who need calming spaces when they feel overwhelmed. This helps children with SEND to continue accessing the curriculum.
- Leaders support staff through appraisals and in the moment mentoring. They source relevant training courses for each age group of children and act on staff requests. This helps staff to feel valued and adapt their practice to match the children they work with. However, training about speech and language is in the early stages of development. Therefore, staff are not fully confident with modelling speech for clarity or to teach younger children how to join words together. This does not help children progress as quickly as they could.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority in this setting. The director keeps an overview of minor bumps and scrapes to check for any common factors. This enables her to make any necessary changes to keep children safe. All staff receive regular training in child protection. They are aware of the signs and symptoms of abuse and how to report concerns. Leaders make time to talk with children about their families at mealtimes. This helps children to feel relaxed and leaders to know each family well. Leaders also listen to parents and offer timely help and support when needed.

What does the setting need to do to improve?

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

- strengthen communication with parents to include ways that they can support their children's learning at home
- support staff to improve their knowledge of how to best help children develop their speaking skills.

Setting details

Unique reference number	EY424080
Local authority	Cumberland
Inspection number	10301449
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 11
Total number of places	45
Number of children on roll	108
Name of registered person	Haverigg Nursery and The Clubbers
Registered person unique reference number	RP518438
Telephone number	01229 719 912
Date of previous inspection	18 January 2018

Information about this early years setting

Haverigg Nursery & The Clubbers registered in 2011. The nursery employs 16 members of childcare staff, of whom most hold relevant early years qualifications. It opens Monday to Friday for 50 weeks of the year, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Millward Sampson

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 inspector spoke to children to find out about their time at the setting.
- A sample of relevant documents was viewed by the inspector.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector completed a joint observation of an activity with the manager. They talked about the quality of education and training opportunities for staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.

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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