

# Inspection of Parkside Academy Baby Room

Parkside Academy, Greengate Street, Barrow-in-furness LA13 9BY

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Inspection date: 15 January 2025

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

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

### **The provision requires improvement**

Staff and children form bonds, and children show that they feel secure in the staff's care. Children approach staff for cuddles, and babies rest comfortably in their arms while being fed. Children enjoy short walks around the grounds of the school in which the setting is located. They access outdoor areas regularly where staff chat with them about nature. Children enjoy splashing and playing with water while outside. They practise their physical skills, balancing and negotiating space on ride-on toys. Children are generally happy.

The provision recently had management changes. These changes have resulted in a new cohesive leadership team, which is committed to making improvements. However, these improvements are still in their infancy and have yet to be fully embedded. While supervision arrangements are being reviewed, staff coaching, support and training do not yet focus on developing the staff's skills to support the youngest children. A new curriculum is in place; however, staff do not consistently implement this to ensure that children make consistently good progress. Children are not always supported well enough to understand the staff's expectations.

Nevertheless, staff develop strong links with the pre-school, nursery setting and the school that operate on the same site that many children will move on to. Children attend the pre-school setting for settling-in sessions before attending. This eases their transition as they move on through their education.

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

- The new leadership team ensures the setting is led and managed safely and effectively. However, the provider previously failed to notify Ofsted of the change to the nominated individual and the person who manages the setting. These breaches did not have any significant impact on children.
- Staff new to the setting receive appropriate induction training to help them understand the policies and procedures. However, systems to monitor and coach staff through ongoing supervision have not been implemented yet. Therefore, ongoing dialogue regarding the quality of teaching, staff training and professional discussions to ensure children's needs are consistently understood and met is limited.
- There are plenty of training opportunities for staff through the links the setting has with the school on site. For example, staff complete training on food hygiene, first aid and safer sleeping. However, staff training is not always focused on enhancing staff's knowledge and skills to continually raise the quality of education for the youngest children.
- Overall, leaders plan an appropriate curriculum. However, staff do not consistently implement this to promote all areas of children's learning. For

instance, children's development is not always well supported. Although staff supervise children closely, they do not consistently help them build on what they already know and can do. Children do not always receive enough support to help them understand unwanted behaviours, such as why they should not climb on furniture or put resources in their mouths.

- Staff promote a love of books and stories for children from the youngest age. They identify core books and rhymes and repeat these frequently. Children become familiar with and enjoy these stories and rhymes. This supports children's early language and literacy development.
- Staff support children to develop their personal skills. Children sit together at the table for meals and learn about social interactions. Children are offered choice through their day about what to play with. This supports children's developing social and independence skills.
- Children with special educational needs and/or disabilities are supported appropriately. Staff work with other agencies and staff at the school on site to access the support that children require. They make progress from their starting points.
- Staff facilitate continual dialogue with parents. Parents contribute to their children's learning and let staff know what they have been doing at home. Staff visit families at home prior to children starting at the provision to get to know them. This supports the consistency of care and learning between the provision and home. Parents report that they are very happy with the care and learning their children receive.
- The provider knows the families and community it serves well. They appreciate the challenges that parents face and offer support for families' individual circumstances. Parents are invited to take part in activity sessions with their children to support their parenting skills. This helps to support children's holistic learning.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that supervision arrangements effectively facilitate discussion of sensitive issues, coaching and support for staff	14/02/2025
ensure that the curriculum is implemented well to raise the quality of education to a consistently good level, particularly to help children understand expectations of them and how their actions affect others and their environment.	14/02/2025

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

- focus staff training to support the teaching of the youngest children to help them make good progress and to continually raise the quality of education.

## Setting details

<b>Unique reference number</b>	2695547
<b>Local authority</b>	Westmorland and Furness
<b>Inspection number</b>	10367643
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Furness Education Trust
<b>Registered person unique reference number</b>	2695549
<b>Telephone number</b>	01229828348
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Parkside Academy Baby Room registered in 2022 and is sited within Parkside Academy in Barrow-in-Furness and is part of the Furness Education Trust. The provision for children up to two years of age opens during term time. Sessions are from 8am to 5pm on weekdays. The provision employs five members of staff, including the manager who holds an appropriate level 6 qualification. All other members of staff hold appropriate qualifications at levels 2 or 3. The provision offers government funded places for childcare.

## Information about this inspection

### Inspector

Amy Johnson

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises along with the aims and rationale for their early years curriculum.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector interacted with children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations during the inspection.
- The nominated individual spoke to the inspector about the leadership and management of the setting.
- 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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