

# Parkside Academy Baby Room

**Unique reference number (URN):** 2695547

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

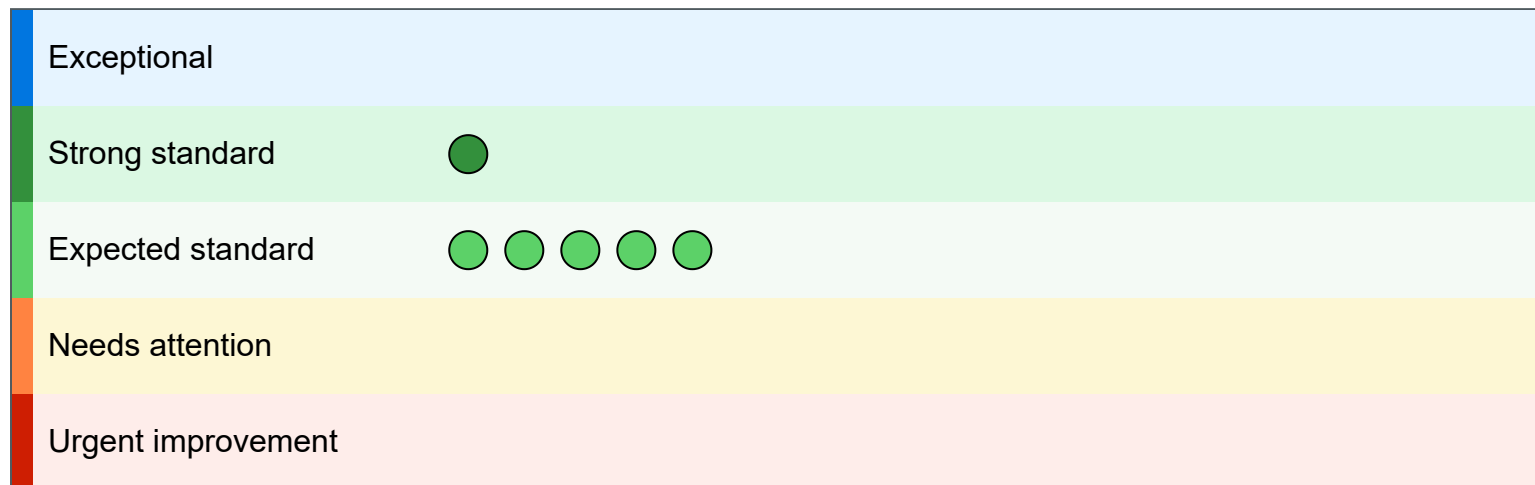
**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 16/08/2022

**Registers:** EYR

**Registered person:** Furness Education Trust

## Inspection report: 10 December 2025



### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

## How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Leadership and governance

Strong standard ●

Leaders have strong governance and oversight of the setting. The setting is valued highly within the school, and this is reflected in the support provided. Leaders have extremely close links with the school and governing body. This helps to bring about very positive change, such as the creation of a separate entrance for parents that gives direct access to the setting. Furthermore, the addition of a bespoke sleeping area enables babies and children to have a more restful sleep. Leaders know and understand the setting's strengths and areas of development. The setting has strategic plans in place that have a consistent focus on improving outcomes for babies and children.

Leaders are aware that this is a relatively new staff team and that some areas of the curriculum are not yet consistently implemented. Effective mentoring and support systems are helping to bring about change.

Leaders prioritise staff's professional development. They have instilled a culture of continuous improvement which is embraced by staff. As a result, staff have a secure understanding of their roles and responsibilities.

Leaders and staff work tirelessly with parents to ensure that the children's needs are known and are consistently met in practice. They respond swiftly to support children who face barriers to their learning and wellbeing. These timely interventions mean children receive the help they need to succeed. Leaders share ideas with parents, such as reading stories at home with their children. This helps to extend children's learning.

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## Expected standard ●

### Achievement

Expected standard ●

Children make the best possible start in their learning and development. For example, babies babble happily with staff. This helps them to develop an understanding of two-way conversations.

Children who face barriers to their learning and/or wellbeing make steady and sustained progress. In particular, in their social interactions and communication. For example, children play happily alongside their friends. They sing along to well-known nursery rhymes, such as 'Twinkle, Twinkle, Little Star'. Babies learn to sit and crawl independent. This is preparing them well for transitioning to the pre-school setting. Overall, children make a secure start to their learning.

Children become active and interested learners. They show curiosity as they explore the setting's woodland area. Children show determination as they work out how to roll balls down pipes. This enables children to persevere at tasks and builds the foundation for future learning.

## **Behaviour, attitudes and establishing routines**

**Expected standard** 

Leaders and staff create a positive, inclusive culture in which babies can grow and develop. Staff know the babies and children well. This enables staff to recognise subtle changes in the babies and children that may indicate that they are tired or hungry. Typically, staff are responsive to babies and children's ever-changing needs.

Well-established routines are in place to help babies and children to feel safe and secure in their care. This helps them to know what is happening now and next. Staff are positive role models. Typically, they provide gentle reminders to children about sharing and taking turns. This helps children to develop empathy and be kind to their friends.

Leaders and staff are aware of the importance of children's attendance and the positive impact this has on their learning. They work with parents to eliminate any barriers for children's attendance, such as adapting the hours that they attend. This helps children to engage in their learning.

## **Children's welfare and wellbeing**

**Expected standard** 

Leaders and staff develop warm, trusting and caring relationships with the babies and children. Staff work with parents to establish babies' sleeping, weening and feeding routines. This helps children develop secure attachments and promotes their health and wellbeing.

Staff provide opportunities for children to stay fit and well. Children generally develop an awareness of good hand hygiene, such as cleaning their hands before eating. Mealtimes are relaxed, social occasions. Staff are attentive to children's dietary needs. They work with parents so that children have healthy packed lunches.

Staff support children to develop their physical health. They provide daily opportunities to be outdoors. They talk to children about wearing the right clothing to stay warm and dry. Children are encouraged to take safe risks, such as attempting to walk across the balance beam. This helps to build resilience and confidence in their own abilities.

## Curriculum and teaching

Expected standard 

Leaders and staff have designed a sequenced curriculum that focuses on the individual needs of the children. Staff use children's interests to help them engage in their learning, such as trains and transport. However, the curriculum for mathematics is in its infancy. This means that children are not yet getting a consistent introduction to number and mathematical language, such as 'more' or 'taller.'

There is a focus on supporting babies and children's communication and language. Songs, rhymes and stories are woven into activities. Babies gleefully select a favourite book to share with staff and visitors. Staff repeat set phrases, such as 'shake, shake, shake,' as children sprinkle glitter onto their Christmas pictures. They introduce words such as 'fade' and 'bright' to describe the changes in a rainbow. This provides opportunities for children to hear and use new words.

Staff plan ways for children to continually develop their small- and large-muscle movements. Children press and squeeze dough which helps them to develop the muscles in their hands needed to feed themselves. Babies have lots of tummy time and opportunities to crawl and develop the muscles needed to walk.

## Inclusion

Expected standard 

Leaders and staff create a harmonious environment where all children are valued and included. Children with special educational needs and/or disabilities (SEND) are typically provided with strategic support that enables them to make progress. Leaders and staff work in partnership with parents and professionals to support children's individual needs. This enables them to create bespoke plans to support children. Overall, leaders and staff monitor the progress of children with SEND well. This enables them to make any adjustments to support their wellbeing and learning. In addition, leaders are aware that there may be delays in children accessing external support and put additional plans in place to support children and their family. This includes stay-and-play sessions, first-aid courses and behaviour management courses. These actions help to reduce the barriers to children's learning and wellbeing.

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## What it's like to be a child at this setting

The setting creates a stimulating and interesting learning environment in which babies and children can grow and develop. Children and babies enter the setting happily and are soon engaged in their learning. Leaders and staff are ambitious for children and want them to succeed. They develop positive relationships with babies and children which help them to feel safe and secure. For example, babies approach staff for reassurance when new people are in the room. Staff provide a range of activities to encompass significant events in the

babies and children's lives. This enables children to learn about their community, tolerance and the cultures and beliefs of others.

Children and babies are active and interested learners. They enjoy the opportunities to explore the paint and glitter. They are confident to request 'more' paper to create a new picture. Staff encourage children to be as independent as possible. Children enjoy the opportunities to carry out small tasks, such as helping to put the crayons away. These regular opportunities help all children, including those with special educational needs and/or disabilities, to develop the skills and confidence to move on to their next stage of learning.

Staff have high expectations for children's behaviour. They are positive role models who demonstrate to the children how to be kind to one another, take turns, and share the resources. Consequently, children develop a sense of right and wrong.

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## Next steps

- Leaders should strengthen the curriculum for mathematics to provide children with a more consistent introduction to number and mathematical language.
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## About this inspection

The inspector spoke with the nominated individual, headteacher, manager, staff, the special educational needs coordinator and parents during the inspection.

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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### Inspector:

Chris Scully

# About this setting

**Unique reference number (URN):** 2695547

**Address:**

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

**Type:** Childcare on non-domestic premises

**Registration date:** 16/08/2022

**Registered person:** Furness Education Trust


**Register(s):** EYR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:00

**Local authority:** Westmorland and Furness

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 10 December 2025

### Children numbers

**Age range of children at the time of inspection**

**0 to 2**

**Total number of places**

**12**

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# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

## Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

## Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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