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Inspection date	08/04/2013
Previous inspection date	28/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The good observation, assessment and planning, along with the individual tracking of children's progress, means that children are effectively supported to make good progress across all areas of learning.
- Staff work extremely well with parents to promote a consistent approach to children's care and learning. Consequently, children are secure and settle well.
- The provider and managers of the setting are committed to developing a quality service to promote children's learning and development. The drive for improvement is demonstrated in staff's positive approach and the accurate and reflective self-evaluation of the provision.
- Children's communication and language skills are effectively promoted. Good opportunities are provided for children to practise their early writing skills.

It is not yet outstanding because

- There is scope to provide more opportunities for older children to experiment with numbers and become familiar with numerals, in order to strengthen their interest in number recognition.
- Resources, such as treasure baskets and natural materials, are not as freely available to further promote younger children's exploratory skills as well as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery rooms and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the provider, manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies.

Inspector

Janet Singleton

Full Report

Information about the setting

Padiwacks.co.uk registered in 2007. The nursery is privately owned and operates from three floors in a converted mill. The premises are situated in a residential area of Padiham in Burnley, Lancashire. There is an enclosed area for outdoor play.

The nursery is open Monday to Friday from 7am to 7pm, throughout the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 71 children attending, who are in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special needs and/or disabilities and those, who speak English as an additional language.

There are 24 members of staff, of whom five hold qualifications at level 2, 14 hold qualifications at level 3, one holds a qualification at level 4 and two are qualified teaching status. There are two directors and additional staff to support the running of the setting, such as the cook. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- review and enhance the stimulating environment to enable older children to extend their understanding of mathematics and experiment with matching numbers, numerals and objects
- develop and reflect on how resources, such as treasure baskets, to promote younger children's exploratory skills can be further enhanced.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff and managers are secure in their knowledge of the Early Years Foundation Stage. This enables them to provide children with a good range of highly interesting and challenging activities across all areas of learning. The staff plan for and provide a broad range of activities that support children to make good progress towards the early learning goals, considering their age and stage of development. A robust programme for the observation, assessment and planning for children's individual needs means that challenges and activities are matched to their next steps. Consequently, their learning is

improved as they become active and keen learners and any gaps identified are closing. Staff understand each child in their care and know how they learn. They value and support children recognising that they learn through well-planned play in a rich and stimulating environment. Mathematics is very well promoted as children build and construct as they make towers and develop skills in space, shape and measure. They play in the water, filling and emptying containers as they learn about volume and capacity as they further enhance their knowledge. Children delight in counting and readily count as they play. However, there is scope to improve the programme for mathematics to include numbers as labels to further enhance children's interests in matching numbers, numerals and objects.

Children's enthusiasm for learning is fully promoted as they actively seek out experiences, such as role play and malleable material, as they develop their imagination. Children's early listening, reading and writing skills are very well promoted. The effective teaching methods include the use of good opportunities for children to write for a purpose as they practise writing their name, sounding out letters as they demonstrate their knowledge of early phonics. They listen to stories and talk about their experiences as they play. Consequently, they are extremely well prepared for the next stage in their learning, for example, school.

There is a sharp focus on helping children become independent, therefore, supporting their physical and personal, social and emotional skills. They pour their own drink and self-serve their snack as they decide how much they want to eat and drink. Children enjoy the social occasion, talking about their morning or things that interest them as they make friends and learn to get along with others. A strong emphasis is placed on children being responsible, such as tidying up and picking items, which they may have dropped onto the floor. For example, children use the brush and dustpan to sweep up the spillage of paper. As a result, children fully understand the behavioural expectations, listen to staff and respond positively, resulting in behaviour that is good.

Outdoor play is very well promoted to ensure that children can climb, run and explore their bodies as they build their coordination and develop their physical skills. Additionally, this is reflected indoor as children have opportunities to develop both their small and large movements. Babies move freely and explore their environment. They use furniture to support their standing and the emergence of their early walking skills. As a result, their physical skills are being developed. They are supported by staff as they constantly talk to children, repeating words and talking about what is occurring as children learn to link words with their experiences. However, there is scope to develop babies exploratory skills further by ensuring that they are able to access more natural resources for them to decide how they wish to use them. Children use their imagination when dressing-up and in the role play. They delight in making tea and acting the roles of the adult. They use their secure language skills to discuss what is taking place and negotiate their roles with each other, for example, what they shall make for tea. Children use programmable toys as they learn to switch them on and off and with the computer, how to control the mouse and manage simple programmes. They name shapes, such as, circle, triangle, square and rectangle as they look at books or build in the construction area. Children confidently name colours as they describe the green, yellow and orange and make comparisons to items of the same colour. Consequently, children apply their knowledge in different

practical and play situations.

There is a strong focus on sharing information with parents. Good quality information regarding children's needs and the activities they take part in are shared. Through the completion of the information regarding children's starting points, parents contribute what they know about their child with the key person. This is further enhanced by sharing the daily communication sheets and home link books. Daily discussions with parents regarding their child's progress and a culture of working together to assess and contribute to each child's learning and development record, results in a consistent approach to children's learning. Staff are very successful in engaging parents in supporting their children's learning at home.

The contribution of the early years provision to the well-being of children

Effective key person relationships means that children are forming secure attachments and are settled in their surroundings. Key persons take responsibility to provide care for children and this is supported by a 'buddy' system. This ensures continuity of care for very young children and helps them to form their strong attachments. For example, young children snuggle into staff for reassurance in the presence of visitors to the nursery. All required parental information is held to support a consistent approach to the care of young children, which fosters their well-being and their personal, emotional and social skills.

Staff build children's confidence and encourage them to be independent as they plan for them to make choices from the good resources and to manage their own personal needs. For example, children are expected to try when putting on their coats. Consequently, older children manage their own zips when going to play outdoors and delight in the praise, which they receive as they proudly show their coats are now fastened. Therefore, children's self-esteem and confidence is fully promoted. Children show a strong sense of belonging as they hang their coats on their pegs and move freely in the setting. They are well behaved and learn to share and play together, for example, sharing bikes outdoors and working together to sweep up loose paper off the floor indoors. Children actively listen to staff as they get ready for lunch and feel secure as they recognise the routine of the day. Staff talk to children about the importance of food and drinks during mealtimes to further develop their understanding. Consequently, children learn about a healthy lifestyle and enjoy fresh, home-made, nutritionally balanced meals. Children follow expected hygiene routines, such as washing hands before food and after attending to their personal needs as they develop an understanding of healthy practices.

Children develop their physical skills as they access the well-planned and exciting outdoor area on a daily basis. This provides for children to dig in the garden, run, climb and balance as they practise their coordination and physical movements. Consequently, children are kept healthy and develop good attitudes to their well-being. Activities, such as climbing and balancing, enable children to understand and manage risk. Through risk assessments, staff support and high expectations for children's behaviour, they are kept safe and begin to take some responsibility for their own behaviour and safety. This is enhanced by children completing their own risk assessments.

Key staff complete a transition sheet summarising the children's overall learning and development when they change rooms or settings. Parents are consulted with when children move to another room to ensure that all are informed. Learning journey records and information is passed on, in order to meet and support children individual welfare and learning needs and prepare them for the next stage in their learning. Therefore, children are well supported in their transitions within the nursery.

The effectiveness of the leadership and management of the early years provision

Recent improvements to the management structure and to management of staffing have resulted in a strong and clear commitment to improve the quality of the nursery. The recommendations from the last inspection have been successfully addressed. They have resulted in improved and significant changes to the quality of the nursery, the planning and the educational programmes for all children. The manager is now supernumery and is able to support staff in their practice. Robust and significant changes to the appraisal, supervision and monitoring of staff performance have been made and ensure the management of staff's continued suitability is secure. Consequently, children are safeguarded. A comprehensive training programme for staff has been implemented and as a result, staff are developing their skills and therefore, the care and learning of children is enhanced. In addition, significant improvements to the procedures for safeguarding children and how allegations against members of staff are managed have been made to safeguard them further.

All staff are very clear and confident of their responsibilities to safeguard children and fully understand whom to report any concerns to. Comprehensive supporting policies and procedures are in place and well embedded, in order for children to be further protected. Children's safety is of paramount importance. The required ratio of staff to children is met, with most staff being qualified in early years practice to ensure the requirements of the Early Years Foundation Stage are met. Regular team meetings are a strong part of the nursery's management procedures and therefore, staff are able to give their ideas and contribute to the evaluation and development of the nursery. The evaluation of the nursery is very comprehensive and clear targets are set for improvements. For example, training and the improvement of the quality of staff interaction has, therefore, enhanced the quality of teaching.

The providers and managers have a very good understanding of their roles and responsibilities with regard to the requirements of the Early Years Foundation Stage welfare and learning and development requirements. Through the recent changes to the monitoring of the educational programmes, managers ensure that children are provided with a wide range of challenging experiences. As a result, children are progressed in their learning and development and a targeted approach to their individual learning is taken. The inspection found arrangements for managing children's behaviour to be good. Staff are consistent and praise children, they use calm clear instructions and good explanations are given to them regarding what is expected.

Highly beneficial relationships with parents and other settings, such as the health and social services, means that information, which promotes the health and well-being of children is shared. Parents are invited into the nursery to discuss their children and are included in the assessment of their children. Parents' evenings and key person meetings enable information to be shared to provide a consistent approach to children's learning and development. Consequently, children feel safe, secure and their learning is extended in the setting and at home. Comments from parents are very positive and include the progress their children have made. For example, in their communication and language and in their personal and social skills. Therefore, children are supported in their learning, in order for them to reach their full potential and continue to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY362900
Local authority	Lancashire
Inspection number	910472
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	71
Name of provider	Padiwacks.co.uk Ltd
Date of previous inspection	28/11/2012
Telephone number	01282 778018

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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